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ABSTRACT

This report provides a consolidated public record of Edison's performance. Edison agrees to provide its local partners exhaustive information each year about the operation and outcomes of its local partnership schools. Edison is also required by charter-school laws to report thoroughly on its schools. The school profiles that follow in this report highlight the 1999-2000 school year, but trace student achievement every year for schools that opened in 1995, 1996, 1997, or 1998. For schools that opened in 1999, the school profiles include baseline data, except in a few cases where achievement trends already exist. Achievement data are complete for most tests taken during the 1999-2000 school year, though a few results had not been released by the time this report went to press. (DFR)

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ED 449 573

Third Annual Report on School Performance

August 2000

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Edison
Schools

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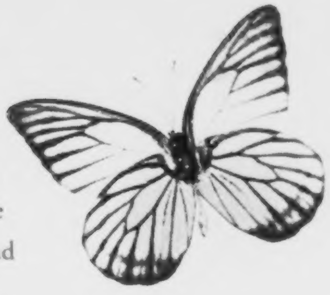


With the opening of the 2000–2001 school year, Edison will operate nearly 110 public schools in 45 cities and 21 states and the District of Columbia. As this system has grown, so too has Edison's record of performance in opening schools; implementing a comprehensive school design; satisfying our customers; and, most importantly, raising student achievement. Because our newest schools are just opening, this report highlights the performance of schools that were open during the 1999–2000 school year. The record is a strong one:

- Edison schools are posting hefty annual achievement gains. For the 1999-2000 school year, the average gain of Edison students, in the core areas of reading, language arts, spelling, writing, and mathematics was 5 percentiles on nationally normed tests and 7 percentage points on criterion-referenced tests, which also include science and social studies. These gains represent improvements of one point in each case over the gains reported for 1995-99, and are the highest gains reported by Edison to date.
- Achievement gains have improved while Edison schools have enrolled higher percentages of economically disadvantaged students—now 65 percent, up from 57 percent.
- Edison schools are advancing achievement, not only by substantial margins but with greater consistency as well. Since opening, 85 percent of Edison schools have posted positive achievement trends.
- Edison serves a high minority population, and our minority students are showing strong achievement gains. The majority of Edison students are African American, with another 17 percent Latino or Hispanic. Interestingly, many of the Edison schools that are succeeding most have predominantly minority enrollments. The point is that the consistent and sizable gains Edison has been making nationwide are with the students whose achievement has traditionally been lagging.
- The data upon which these gains are based is now truly substantial. Forty-three Edison schools have established achievement trends so far, and during the 1999–2000 school year these forty-three schools posted 390 one-year trends in the core subjects of reading, writing, language arts, spelling, and mathematics. Contrast that with the trend data available in March 1999 for Edison's Second Annual Report on School Performance, when only 176 trends existed, or the summary at the end of the last 1998-2000 school year, which included 312 cases for Edison's entire first four years of operation. Clearly, the ability to estimate the impact of Edison on student achievement is growing very rapidly.
- Edison parents are satisfied with our schools, and their levels of satisfaction have remained high for five years in a row. On average, 86 percent of Edison parents rate their school an "A" or a "B," with "A" being the most popular grade, levels of satisfaction that are well above the national average.
- Edison's teacher turnover rate has improved by 1 percentage point. The median turnover rate in Edison schools last year was 18 percent—a decline from 19 percent, which was the median turnover in Edison schools reported in Edison's *Second Annual Report on School Performance.*

In Edison schools, where teachers are free to transfer virtually at will, where the school day and year are longer, and where the school design demands all kinds of change, a median turnover rate of 18 percent is surprisingly close to the national average—and an indication that Edison teachers are generally satisfied with their challenging roles.

ABOUT THIS REPORT

The purpose of this report, the third in what we expect to be an annual series, is to provide a consolidated public record of Edison's performance. Edison agrees, in each contract, to provide its local partners exhaustive information each year about the operation and outcomes of its local partnership school(s). Edison also is required by charter school laws to report thoroughly on its schools. In addition, Edison is strictly accountable to its local partners for the implementation of its school design; the satisfaction of parents, students, and school staff; and the improvement of student achievement. Edison's contracts, usually five years in length, can be terminated by its partners if the schools fail to satisfy the rigorous accountability standards set out in every contract.

But it is not only obligation to our partners that motivates us to carefully document the performance of Edison schools. As the nation's largest private provider of public education, Edison Schools is a significant force in a broader movement to improve public education. For the last decade policy makers have been attempting to stimulate educational innovation and provide accountability for educational results by introducing elements of the marketplace and the free-market system into public education. Charter school laws have been passed in more than 36 states and the District of Columbia, and some 1,600 public charter schools have opened. These schools add to the growing number of alternatives that public education systems are already offering parents, who increasingly have the opportunity to choose the schools their children attend.

As the nation's experience with choice and charters grows, it is vital that the public understand how that experience is changing schooling, teaching, and learning. Roughly one third of Edison's schools are charters, some under contract to independent charter boards and some under contract to local school districts. The other two thirds of Edison's schools are under direct contract with school districts. All Edison schools are schools of choice, some enrolled fully on this basis and some giving preference to neighborhood children before others can choose to attend. Edison Schools is a sizeable source of information about the effects of both charters and choice on American education.

To provide as complete a record as possible, this report provides performance information on each and every Edison school. The information is distilled from end-of-year reports that Edison is obligated by contract to provide to its partners and that are documents of public record.

The school profiles that follow highlight the 1999–2000 school year, but trace student achievement every year for schools that opened in 1995, 1996, 1997, or 1998. For schools that opened in 1999, the school profiles include baseline data, except in a few cases where achievement trends already exist. Achievement data are complete for most tests taken during the 1999–2000 school year, though a few results had not been released by the time this report went to press.

LOOKING AHEAD: 2000–2001

With the opening of the 2000–2001 school year, more than 108 public schools will be part of the Edison family. Some 58,000 students will attend these schools in 45 cities and 21 states and the District of Columbia, making Edison the 60th largest school system in America. But our sustained growth is not the only reason for optimism as we begin the new school year. Recently we have launched several new programs and initiatives designed to strengthen our business practices, our technology program, our training of teachers, and the way we evaluate the progress of our students and our schools. A brief summary of each of those initiatives follows.

- Edison recently commissioned the RAND Corporation to provide an ongoing analysis of Edison's school performance. RAND's evaluation primarily will focus on student achievement but also will examine key elements of our school design: professional development, teacher and principal recruitment, promotion and compensation, and national support systems. RAND'S evaluation also will look at state and local achievement data for all Edison schools to provide an objective analysis of the progress Edison students are making. In addition, RAND will conduct intensive case studies in a number of Edison schools to help explain the achievement results. RAND's evaluation of Edison will enable us—and others interested in school reform—to have a truly independent look at student achievement data as well as school design issues. The study—which will span the course of three years—also will provide Edison with perspective on how potentially to improve the assessment and achievement planning systems that are vital to school success.
- More than 2,000 teachers were trained this summer at Camp Edison— an intensive week of training for all new instructional staff at Edison schools. Camp Edison provides school staff—from schools about to open for the first time and new teachers at existing schools—with the opportunity to understand the Edison school design, prepare for their teaching responsibilities, and build relationships with Edison teachers from other schools in their region. Curriculum training at Camp Edison provides teachers and other professionals with everything they'll need to get started, from classroom management to instruction in the various content areas. University facilities, including classrooms, auditoriums, student dormitories and dining halls, provide the setting for most camps. Camp Edison training sessions and team-building activities are planned by Edison Schools headquarters staff and are conducted by experienced Edison teachers, certified trainers, and regional curriculum coordinators. Eight camps were held this summer: five for elementary teachers; one for secondary teachers; one for teachers of the fine arts, world languages, and fitness and health; and one for special educators and other student support specialists. Camp Edison ensures that Edison Schools can provide high-quality pre-service training to teachers in every part of the country.
- Edison has developed a comprehensive Benchmark Assessment program for students in grades 2–8. These assessments, currently available in reading, math, writing, and language arts, take the form of short tests—using multiple-choice and open-response

questions—that mirror standardized criterion- and norm-referenced tests. Teachers evaluate and score the work of their own students using common scoring guides, or rubrics. After Edison headquarters receives the scores, they are compiled and charted each month so schools can track their students' progress in meeting the state, Edison, and national testing standards. Teachers use the results to adjust their instruction to meet individual student needs. Beginning in the 2000–2001 school year, the Benchmarks will be available online through an Internet-based system that will enable tests to be created, delivered, and reported electronically. The system is being co-developed by Edison and Vantage Learning, a division of Vantage Laboratories and the nation's leading provider of online tests.

- Last spring Edison announced the development of EdLabs—unique physical environments within Edison schools that are designed to deliver teacher-assisted distance-learning programming to students and professional development for teachers. Each EdLab contains networked computers, large-screen video monitors, audio and videoconferencing capabilities, and specially designed workstations for students and teachers. The first EdLabs launched in three pilot sites last spring: Roosevelt-Edison Charter School in Colorado Springs, Colorado; Edison-Ingalls Partnership School in Wichita, Kansas; and Mid-Michigan Public School Academy in Lansing, Michigan. During the pilot period, fifth graders at the Edison sites received a portion of their regular science and Spanish instruction through traditional classroom teaching methods and, on alternating days, a portion of their instruction through video programming, online activities, and online homework in the EdLab. The second phase of the pilot will take place during the 2000–2001 school year at the same sites, with different students. Should the pilot prove to be an academic success, Edison will produce a range of EdLab learning modules for most subject areas and at most grade levels and a full program of EdLab professional-development materials for teachers, including online courses, CD-ROMs, and videos that will be used in Edison schools. Existing Edison schools will be refitted and new schools will include the system from inception.
- Edison began a historic partnership with IBM' to provide computer technology to all Edison schools, including classroom computers, teacher laptops, home computers, and network systems and service. The $375 million five-year contract also calls for Edison and IBM to work together to develop the next generation of computers for student and school use in both Edison schools and K–12 education more broadly. Edison also licensed the company's Tivoli enterprise network management software. The license will support computers, network devices, and servers for up to 250,000 students. The research and development project on next-generation technology may include the development of a device specific to the needs of students. Over the next several years, IBM will provide a total solution of hardware, software, and services that Edison requires as we provide education to well over one hundred thousand students.
- Edison has reorganized its headquarters staff to better serve the students and teachers in our schools, based on the concept of Regional

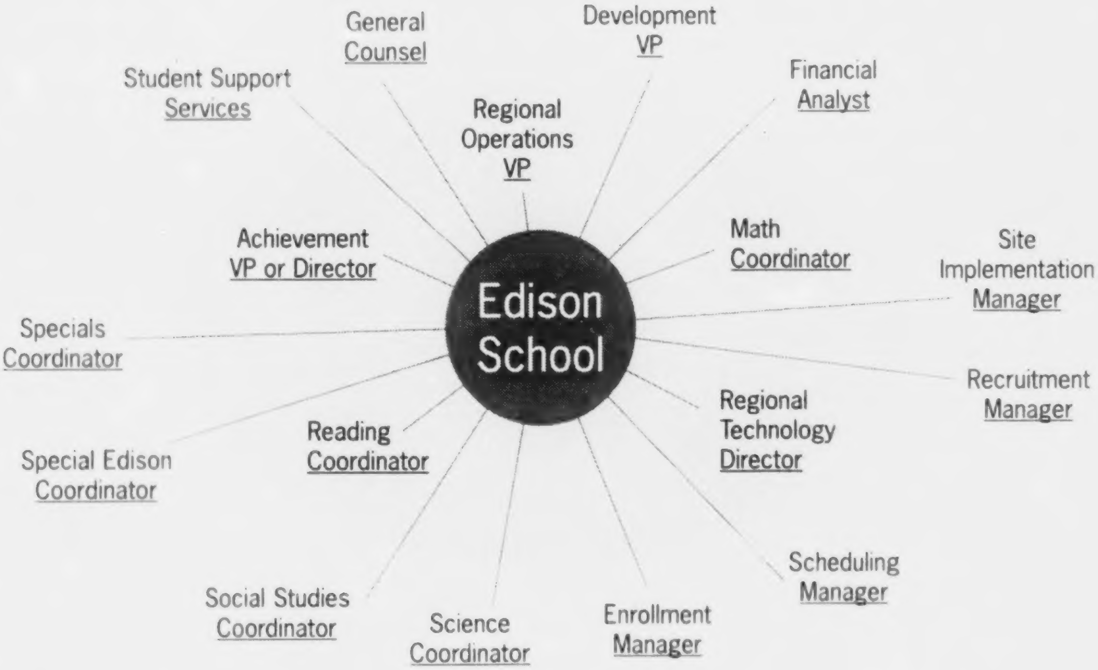
Support Teams. Edison schools are now organized into six geographic regions. Each region is served by a dedicated group of professionals, including accomplished school administrators, star teachers, financial experts, and other specialists who provide directly whatever services each school needs. These services, depicted in **Exhibit 1,** include student achievement planning; professional development in reading, math, writing, and all of the content areas, special education; ESL and bilingual education; technology; teacher recruitment; student enrollment; facilities; business services; and much more. These teams not only serve the schools, they are accountable for school outcomes from student achievement to design implementation to financial management. The Regional Support Teams have not done their jobs unless the schools they serve succeed.

EVALUATING EDISON SCHOOLS

Edison Schools makes several commitments to the communities with which it partners.

- We equip every school with all new instructional materials and state-of-the art technology

EXHIBIT 1: Edison Regional Support Teams


General Counsel
Development VP
Student Support Services
Financial Analyst
Regional Operations VP
Achievement VP or Director
Math Coordinator
Site Implementation Manager
Edison School
Specials Coordinator
Recruitment Manager
Reading Coordinator
Regional Technology Director
Special Edison Coordinator
Scheduling Manager
Social Studies Coordinator
Science Coordinator
Enrollment Manager

for teachers, classrooms, and homes, and we provide principals and teachers with four to six weeks of pre-opening training—and ample ongoing support—all to ensure that Edison's schoolwide reform gets off to the strongest possible start.

- ❖ We implement our comprehensive school design, which features an organization based on academies, houses, and teams; a longer school day and year; a rich, liberal arts curriculum guided by tough standards and supported by research-based instruction that is closely aligned with assessment; a tool-based technology program providing ubiquitous access; a professional environment for teachers offering ample daily time for preparation and professional development, a career ladder, and improved compensation; a high level of parent and community involvement; and a national system of educational, operational, and financial supports.
- ❖ We are strictly accountable for improved student achievement and the satisfaction of parents, students, and staff, including subjecting every partnership to cancellation if school performance does not meet explicit contractual standards.

In sizing up the performance of Edison and our partnership schools it is appropriate to ask how well these commitments have been fulfilled.

STARTING SCHOOLS RIGHT

Edison firmly believes in comprehensive and fully integrated school reform. We also believe that to change schools thoroughly, it is essential to change everything at once. Incremental reforms are too easily undone by those elements of a school that have not yet been changed. When everything changes at once, there are fewer old habits to break before new ones can be established. Edison invests very heavily in getting schools off to completely fresh and very strong starts. As **Exhibit 2** on the next page, summarizes, Edison has an excellent record of starting schools right.

This report focuses on the 79 schools Edison opened between 1995 and 1999. Every one of these schools opened on time—four the first year, eight more the next, thirteen additional in 1997, another twenty-six in 1998, and 28 more schools in 1999. The schools have been fully enrolled, or very nearly so—no mean feat for brand new, untested schools of choice. Edison schools enrolled 2,250 students in 1995, 4,900 more in 1996, another 5,450 in 1997, 11,300 more in 1998, and another 13,600 in 1999.

The same challenge has been met in staffing. Edison schools require teachers to work longer hours, master technology, teach a common curriculum, and work in the still-uncertain worlds of charter or contract schools. Yet, during our first five summers Edison schools hired 2,697 teachers and other instructional staff to get schools up and running by opening day. In 1999 alone Edison hired 949 additional teachers—more than all but the 50 largest public school districts added for the current school year.

Opening schools right takes a lot of planning and operational know-how. It also takes a lot of cash. Edison has invested about $3,000 per pupil in the launch of each of its schools. As Exhibit 2 details, Edison invested more than $5 million in 1995, more than $12 million in 1996, more than $17 million in 1997, more than $35 million in 1998, and another $35 million in 1999. Since

1995 Edison has invested more than $105 million in public schools throughout the United States. This represents the largest portion of the $350 million Edison has raised since 1991 to support its research and development and ongoing operations.

These dollars have been used to equip Edison schools with ubiquitous technology. Every teacher and administrator has received a laptop computer, beginning with a yearlong total of 150 in 1995 and increasing to 854 in 1999, for a grand total of 2,446 laptops for Edison educators. Every classroom in an Edison school has multiple computers, a television, and a telephone. Every house, composed of several classrooms, is provided a VCR and a scanner. The media center also has a fully equipped computer lab. Since 1995 Edison has purchased 7,683 school computers, among many other elements of its school technology investment. Finally, every family in an Edison school (beginning in grade 1–3, depending on the community) receives a computer for the home. This computer is a rare—indeed, virtually unique among education reforms—commitment to promote computer use among students as well as their families. From 1995 to 1999, Edison purchased

EXHIBIT 2: Highlights of Edison School Start-Ups 1995–2000

	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	Totals
New Schools	4	8	13	26	28	79
New Students	2,250	4,900	5,450	11,300	13,600	37,500
New Instructional Staff	156	339	379	874	949	2,697
Capital Invested	$5,114,000	$12,292,000	$17,330,000	$35,497,000	$35,300,000	$105,533,000
Capital Spent on Instructional Materials	$939,000	$1,768,000	$2,233,000	$4,938,000	$7,400,000	$17,278,000
Pre-Opening Expenses	$1,476,000	$1,487,000	$2,486,000	$5,457,000	$8,509,000	$19,415,000
# of Teacher Laptops	150	314	413	715	854*	2,446
# of Classroom Computers	437	812	1,053	2,442	2,939*	7,683
# of Home Computers	1,257	3,602	3,278	6,328	7,616**	22,081

* Estimate

** Includes computers to be distributed in fall 2000.

22,081 computers for home use, trained families in their operation, and deployed the machines to nearly all Edison families.

Teaching and learning in Edison schools is guided by best practices as proven in research and embodied in curricula and instructional programs created or provided by Edison. All instructional materials in Edison schools are provided new for the opening year. Edison spends close to $500 per student on instructional materials before a school opens. To open schools in the fall of 1999 Edison invested over $7 million in instructional supplies. Since 1995, Edison has invested more than $17 million in the best possible new materials for teachers and students.

All of these new materials have to be housed in a school building. Sometimes that facility is provided by the partnership district. In other cases, particularly charter schools, Edison must pay to acquire and renovate a facility. Those costs can be a large part of start-up investment.

There is one other investment that Edison makes in starting schools right, and it is the most important investment by far. Edison invests heavily in training and professional development before its schools open, to give teachers and administrators in Edison schools the guidance and support they need to work effectively in a new and often very different school design. School leaders, who are hired in the spring before schools open, benefit from ample training in addition to the daily assistance of veteran Edison administrators serving as start-up project directors. Teachers receive four weeks of training on site and off. Most important, after school opens every Edison professional continues to receive regular development through conferences, site support, training in specialized school leadership roles, and electronic interaction. About a fourth of Edison's initial investment, totaling more than $19 million since 1995, goes toward pre-opening professional development and training. Because so much of the support occurs after a school opens, however, it is best to consider the details of Edison's professional-development program not as a budgetary item in start-up but as part of a much larger effort to implement the school design.

IMPLEMENTING THE SCHOOL DESIGN

Edison has developed detailed school performance standards to guide schools in the implementation of its school design. The standards describe what each component of the design should look like and work like as a school progresses through four stages of design implementation: beginning, developing, proficient, and exemplary. For example, one set of standards describes four levels of performance in teaching reading, starting with expectations for reading instruction the first month school opens and ending with expectations for several years later, when reading instruction truly is excellent. Edison has developed some forty sets of standards for design implementation.

Generally, Edison expects its schools to move from one level to the next on each set of standards each year the school operates. First-year schools generally would rate at a beginning level. By the end of year three, schools should rate at a proficient level in most areas of the school design. Edison rates its schools in each area of design implementation and reports those ratings to its partners in its annual end-of-year reports.

Since 1995 most Edison schools have progressed in a manner consistent with standard expectations. The only clear exceptions to this pattern during the 1999–2000 school year were several "one-" and "two-star" schools that struggled to keep up with Edison's high expectations for school improvement. In all of these cases, as we shall describe, Edison has taken serious measures to get the schools on track. In all other schools variations around standard expectations have been minor. The historical details of design implementation at each school are available in the end-of-year reports for each campus.

To ensure that schools make steady progress in implementing the demanding school design, Edison provides its schools with an unsurpassed program of ongoing professional development and site support. This assistance takes three major forms. First, administrators, teachers, and other school staff receive direct training on site and at regularly scheduled national and regional conferences. Second, specialists on each campus, including principals, lead teachers, curriculum coordinators, business services managers, technology directors, special education coordinators, and community resource directors are regularly trained and supported in national meetings and conferences to lead design implementation at the school site. Third, certified trainers on every campus are trained at national conferences to train new Edison staff and to provide ongoing assistance on their own campuses.

During 1999–2000 these forms of assistance comprised a comprehensive support system, demonstrating some of the benefits of Edison's unique national scale. The training and conferences Edison provided during the last academic year are detailed in **Exhibit 3**.

RAISING STUDENT ACHIEVEMENT

The point of all the effort that goes into comprehensive school reform is to help students learn. Students need to learn more—often much more—than they have in the past if they are to attain the standards that America holds for students in the future. Edison tracks student progress carefully, against initial levels of performance and relative to high ultimate standards. Every quarter parents receive detailed annotated reports on student performance as judged by teachers against Edison's high academic standards. These Quarterly Learning Contracts, as the reports are called, are Edison's primary internal tool for gauging student progress. They help ensure that teachers always are expecting the most of their students.

Edison also gauges student progress with external assessments. States increasingly require students to take assessments based on state standards—so-called criterion-referenced tests. School districts and some states regularly ask schools to take tests that compare students to the performance of other students nationally, so-called national norm-referenced tests. Edison has developed a curriculum that is well matched to both state and national tests. Edison also works with each of its schools to align the Edison program with local performance expectations. External assessments therefore provide an appropriate measure of how students are faring in Edison schools. External assessments also have recognized norms that aid interpretation, which Edison's internal assessments do not.

EXHIBIT 3: Professional Development Program 1999–2000

Pre-Opening Teacher Training: Primary and Elementary Academy

- **Success for All** at school sites; 2 days
- **Success for All Tutor Training** at school sites; 1 day
- **Everyday Mathematics** at school sites; 1 day
- **Science/History-Social Science** at school sites; 1 day
- **Writing/Language Arts** at school sites; 1 day
- **Edison Assessment System** at school sites; 1 day
- **Learning Environment** at school sites; 3 days

Pre-Opening Teacher Training: Junior Academy

- **Edison Assessment System** at school sites; 1 day
- **Learning Environment** at school sites; 3 days
- **Junior Academy Reading and Language Arts** off-site; 2 days
- **Wilson Reading** off-site; 2 days
- **Project Read** off-site; 3 days
- **Junior Academy Math** off-site; 3 days
- **Junior Academy Science** off-site; 5 days
- **Junior Academy History** off-site; 5 days

Pre-Opening Teacher Training: Senior Academy

- **Edison Assessment System** at school sites; 1 day
- **Learning Environment** at school sites; 3 days
- **Senior Academy Reading/Language Arts** off-site; 2 days
- **Wilson Reading** off-site; 2 days
- **Project Read** off-site; 3 days
- **Senior Academy Math** off-site; 3 days
- **Senior Academy Science** off-site; 5 days
- **Senior Academy History** off-site; 4 days

Pre-Opening Teacher Training: Special Areas

- **Art, Music, Drama, and Dance Conference** off-site; 2 days
- **Community Resource Director Conference** off-site; 3 days
- **Fitness and Health Conference** off-site; 4 days
- **Special Edison Support Conference** off-site; 5 days
- **Technology Conference** off-site; 7 days
- **World Language Conference** off-site; 2 days

Pre-Opening Professional Development for School Leaders

- **Principal Institute** off-site; 5 days
- **Regional Leadership Team Conferences** off-site; 5 days
- **National Start-up Conference** off-site; 4 days
- **Quarterly Principal Conferences** off-site; 2 days each

Ongoing Professional Development Conferences

- **Reading: Success for All**; 4 days
- **Jr. Academy Reading/Language Arts**; 3 days
- **Writing**; 3 days
- **Mathematics**; 3 days
- **Science**; 3 days
- **Social Science**; 3 days
- **Lead Teachers**; 3 days
- **Technology**; 4 days

Ongoing Site Support: Primary/Elementary Academies

- **Reading: Success for All**; 6 days
- **Wilson Reading**; 1 day
- **Writing/Language Arts**; 1 day
- **Mathematics**; 3 days
- **Student Achievement**; 1 day
- **Learning Environment with support for Science and Social Science**; 2 days
- **Family Support Team and Community Relations**; 2 days
- **Special Edison**; 2 days
- **ESL and World Language**; 1 day
- **Fitness and Health**; 1 day

Ongoing Site Support: Junior Academy

- **Junior Reading**; 6 days
- **Wilson Reading**; 1 day
- **Writing/Language Arts**; 1 day
- **Mathematics**; 2 days
- **Student Achievement**; 1 day
- **Learning Environment**; 1 day
- **Science**; 1 day
- **Social Science**; 1 day
- **Family Support Team and Community Relations**; 2 days
- **Special Edison**; 2 days
- **ESL and World Language**; 1 day
- **Fitness and Health**; 1 day

Ongoing site support for Senior and Collegiate Academies as needed

UNDERSTANDING ACHIEVEMENT TRENDS

Edison schools have an excellent record of boosting achievement as measured by a wide range of external assessments. **Exhibit 4** summarizes that record. Since 1995, 43 Edison schools have had the opportunity to establish achievement trends. A trend is established when a school tests one cohort of children at different grade levels or successive cohorts of children at the same grade level two years in a row. A trend might be the scores of fourth graders this year compared to the scores of third graders last year, or the scores of this year's fourth graders compared to the scores of last year's fourth graders. All Edison schools opened from 1995-1998 have posted consecutive test scores and established trends. Among schools opened in 1999 only four have tested enough to begin trends. The other schools opened in 1999 have merely established their baselines, or beginning achievement levels.

Trends are the soundest basis from which to infer achievement gains or learning progress. This is true for analyzing student achievement in schools generally. It is particularly true for analyzing achievement in Edison schools. Edison serves higher percentages of economically disadvantaged students than American schools serve on average and higher than most of the broader communities in which Edison works. The average Edison school opened from 1995 to 1999 has 65 percent economically disadvantaged students, up from 57 percent in previous years. Nationally, only 33 percent are disadvantaged.

While Edison believes that disadvantaged students can achieve as much as their more advantaged peers, historically this has not been the case in the United States. This is why Edison students do not generally achieve at the highest levels when they are first tested. But initial tests are no measure of how well students are learning. The appropriate measure of learning is how much students have progressed from their initial tests to their current ones.

The 43 Edison schools that have established achievement trends so far provide a surprisingly large amount of data about achievement gains. During the 1999-2000 school year these forty-three

EXHIBIT 4: Achievement Gains in Edison Schools

SCHOOLS OPENED FROM 1995 TO 1999 WITH TREND DATA

	1995–1998	1999–2000
Total Annual Trends*	312	390
Average Annual Percentile Point Gain, Norm-Referenced Tests**	4%	5%
Average Annual Percentage Point Gain, Criterion-Referenced Tests**	6%	7%
Average Percentage Disadvantaged Students***	57%	65%

* Trends in core subjects of reading, writing, language arts, spelling, and math, provided at least 10 tests in subject available

** Includes all trends, positive, neutral, and negative

*** Percentage of students participating in federal government's free- or reduced-price lunch program

Note: Gains in science and social studies averaged 7 percentage points on CRTs and 3 percentiles on NRTs in 1999–2000, based on samples of only 12 trends for each test.

schools posted 390 one-year trends in the core subjects of reading, writing, language arts, spelling and mathematics. If we include the less frequently tested subjects of science and social studies, the number of trends grows to a total of 450. This is an impressive amount of data for estimating the progress of Edison Schools. Contrast it with the trend data available in March 1999 for Edison's *Second Annual Report on School Performance,* when only 176 trends existed or the summary at the end of the 1998-1999 school year which included 312 cases for Edison's entire first four years of operation. Clearly, the ability to estimate the impact of Edison on student achievement is growing very rapidly.

Before we consider what these new trends suggest about Edison's impact, it is important to be clear about how the trends will be analyzed. To begin with, we use the first tests administered after a school opens under Edison's management to establish baselines against which progress can be measured. If a school has been created from scratch, this is straightforward: There are no prior-year test scores to consider. But if the school existed prior to coming under Edison's management, Edison still uses the first tests administered on Edison's watch as baselines, because student populations often expand and change–due to parental choice—before the school opens as an Edison school. Data from the prior year often gauge achievement of a different group of students than the group enrolled in the Edison school.

After establishing baselines, we attempt to follow the progress of the same students over time. Sometimes this can be done by studying the scores of individual students. More often, however, the progress of individual students must be inferred from the progress of groups of students. Where group or "aggregate" data must be studied, we follow the same cohort of students over time. For example, we follow a group of third graders in 1997 into fourth grade in 1998, fifth grade in 1999 and sixth grade in 2000. Tests that are administered to consecutive grade levels every year permit this "same cohort" analysis. Most nationally normed tests are administered this way. However, most criterion-referenced tests, the kind that states use to measure progress against their grade-level standards, are administered to only a few grade levels. When this occurs, trends must be followed for "successive cohorts," different groups of students each year at the same grade level. An analysis of successive cohorts, which Edison carries out only when same cohorts cannot be examined, might involve, for example, fifth graders in 1997, 1998, 1999, and 2000.

THE RELEVANCE OF COMPARABLES

An analysis of aggregate achievement trends makes it possible to infer whether Edison students are making achievement gains. This is the crucial inference because Edison's mission and Edison's commitment to its partners is to improve student achievement.

This inference does not say whether Edison students are making greater progress than other students locally, or whether Edison is stimulating progress in other local schools—as Edison's partners expect us to do. Those inferences are harder to make. They raise stubborn methodological issues such as "selection bias," which is the unmeasured positive and negative influences on achievement gains of parents and students selecting which school their children or they will attend. Inferences about relative achievement also require data that are often impossible to find—at minimum, achievement trends for students and schools that are closely matched to Edison students and schools, but ideally achievement trends for students who applied to Edison schools but were not admitted due to lack of space.

Inferences about the relative achievement of Edison schools also raise methodological issues that are new and unresolved. Edison schools are launched by partnership communities to raise achievement not only in the Edison school but, through healthy competition and the diffusion of innovations, in all schools in a community. For this reason estimating the relative success of an Edison school is not a straightforward matter. In a successful partnership the achievement gains in other community schools might not match those in the Edison school, but they should be substantial as well. A successful Edison school, then, might not build an ever-widening advantage over other local schools; all schools might progress together with the Edison school leading the way.

A statistician would not compare the achievement of the Edison school and other local schools as if each school were performing independently. The achievement of all of the schools would be modeled as "endogenous" variables, with the achievement of the Edison school influencing the achievement of the other local schools, and vice versa. This is not an arcane statistical matter. In many of Edison's partnerships, such as Wichita and Mount Clemens, communities are as proud of the widespread gains that Edison schools seem to have helped stimulate as they are of the gains in the Edison schools themselves.

Several Edison schools have been involved in comparative studies with reasonable methodological safeguards—Dodge in Wichita, King in Mt. Clemens, and Reeves in Miami. But these studies do not address the issue of endogenous influence. Most Edison schools do not have the data available to conduct comparisons with even minimal methodological cautions. Indeed some Edison schools have no data for comparisons of any kind. For all of these reasons the analysis of achievement trends presented in this report focuses on achievement within Edison schools against national and state norms. Where local comparison data are available and appropriate they will be presented—along with the caveats that apply to their interpretation.

ANALYZING ACHIEVEMENT TRENDS

What do the achievement trends tell us about achievement gains in Edison schools? First, they tell us that Edison schools tend to promote achievement growth with great consistency: Most achievement trends are positive. In **Exhibit 5** (pages 16 and 17), the 43 Edison schools that have established achievement trends are classified according to the percentage of trends at each school that are positive. As the key indicates, a one-star school has only 0–19 percent of its achievement trends positive, a two-star school 20–39 percent positive, a three-star school 40–59 percent positive, a four-star school 60–79 percent positive, and a five-star school 80–100 percent positive. In addition, trends are examined for the 1999-2000 school year alone, and for all of the years since the school opened. The long-term view considers the most recent scores versus the baseline scores, without regard to the ups and downs that may occur in intervening years. Exhibit 5 thereby provides two looks at achievement trends, the short-term and the long haul.

What these pictures reveal is that the overwhelming percentage of Edison schools are posting positive achievement trends. For the 1999–2000 school year, 22 schools—more than half of all Edison schools with trend data—earned five stars, indicating that at least 80 percent of their trends were moving upward. This means that students were improving their achievement relative to the national norms of tests such as the SAT9 or the ITBS, or students were improving their performances relative to state norms—that is, improving their passing or proficiency rates on tests such as MEAP or TAAS. Students in these 22 schools were not the only ones succeeding, moreover. Another 10 schools received four stars for posting 60–79 percent trends in the positive direction. In all, 80 percent of Edison schools moved their students forward strongly or very strongly in 1999-2000.

Among the remaining schools, two had trends that were equal mixes of ups and downs—three stars, denoting 40–59 percent positive trends. Eight had records that were more disappointing, a two-star rating of 20–39 percent positive. Only one school clearly slipped backward, earning one star for 0–19 percent positive. Before considering these weaker performers in 1999-2000, however, it is important to consider the performance of schools over the long term. One hallmark of Edison schools is our commitment to school performance, a commitment to which we are held accountable by our local partners. The lower panel of Exhibit 5 shows that Edison schools do not remain weak performers for very long. Since Edison schools began opening in 1995, 25 of the 43 with achievement trends have long-term trends that represent five-star progress—at least 80 percent of the trends are positive. Another 10 schools exceed 60 percent positive. Only 5 schools rate two stars and only 1 rates one star. Most importantly, only one of the schools with less than three stars has posted more than one-year trends. These are largely new schools, whose performance Edison is addressing intensively and whose performance can be expected to grow in the immediate term.

Given the vast preponderance of positive trends, it should come as no surprise that Edison schools are posting hefty annual achievement gains. Exhibit 4 displays the averages. **For the 1999–2000 school year, the average gain of Edison students, in the core areas of reading, language arts, spelling, writing, and mathematics was 5 percentiles on nationally normed tests and 7 percentage points on criterion referenced tests. These gains represent improvements of one point in each case over the gains reported for 1995-99, and are the highest gains reported by Edison to date.** In addition, Edison students gained 7 percentage points on criterion-referenced science and social studies tests, which states are just beginning to give. Importantly, all of these gains have occurred while Edison schools have enrolled higher percentages of disadvantaged students. These gains are all the more significant because they include not only schools with positive trends but schools with mixed results and the few that slipped backward. To post these averages, many Edison schools gained in excess of 10 or more points. Moreover, many Edison schools have been posting gains for several years. For the overall gain rate to be increasing while including numerous veteran schools is a testament to the strength of Edison's progress nationwide.

But how large are these gains? Are they statistically or educationally significant? The data are not available to test each of the trends for statistical significance. However, very few of the trends are within two points of zero, the approximate statistical confidence interval for the tests for which distribution statistics are available. Moreover, the average trends, counting both positive and negative ones, are not close to zero.

For context, every two years the federal government administers criterion-referenced tests to random samples of students at several grade levels and in various subjects nationwide. The National

EXHIBIT 5: 1999–2000 ACHIEVEMENT TREND SUMMARIES FOR

★	★★	★★★	★★★★
Wintergreen Interdistrict Magnet School (CT)	Carver Heights-Edison Elementary School (NC) Edison-Isely Partnership School (KS) Granville Charter School (NJ) Jardine-Edison Junior Academy (KS) Martin Luther King, Jr. Edison Elementary School (GA) Roosevelt-Edison Charter School (CO) Washburn-Edison Charter School Junior Academy (MN) Wilson-Edison Partnership School (MI)	Seven Hills Charter School (MA) Williams-Edison Partnership School (MI)	Detroit Academy of Arts and Sciences (MI) Edison-Friendship Public Charter School—Blow Pierce (DC) Edison-Ingalls Partnership School (KS) Elm Creek Elementary School (TX) Garfield-Edison Partnership School (MI) Mid-Michigan Public School Academy (MI) Riley-Edison Elementary School (GA) Washington-Edison Partnership School (MI) Washington Elementary School (TX) Wyatt-Edison Charter School (CO)

OVERALL ACHIEVEMENT TREND SUMMARIES FOR

★	★★	★★★	★★★★
Wintergreen Interdistrict Magnet School (CT)	Granville Charter School (NJ) Martin Luther King, Jr. Edison Elementary School (GA) Washburn-Edison Charter School Junior Academy (MN) Williams-Edison Partnership School (MI) Wilson-Edison Partnership School (MI)	Mid-Michigan Public School Academy (MI) Seven Hills Charter School (MA)	Boston Renaissance Charter School (MA) Detroit Academy of Arts and Sciences (MI) Edison-Friendship Public Charter School—Blow Pierce (DC) Edison-Isely Partnership School (KS) Kenwood-Edison Charter School (MN) Riley-Edison Elementary School (GA) Roosevelt-Edison Charter School (CO) Washington-Edison Partnership School (MI) Washington Elementary School (TX) Wyatt-Edison Charter School (CO)

Key

★★★★★
80–100%
trends positive

★★★★
60–79%
trends positive

★★★
40–59%
trends positive

★★
20–39%
trends positive

★
0–19%
trends positive

Baseline Scores
Same

Note: Scores at or above 85% on CRTs or 75% on NRTs are counted as positive results.

SCHOOLS OPENED BETWEEN 1995 AND 1999

★ ★ ★ ★ ★

Academy-Edison Elementary School (CO)

Boston Renaissance Charter School (MA)

Detroit-Edison Public School Academy (MI)

Dillingham Intermediate School (TX)

Dodge-Edison Elementary School (KS)

Dr. Martin Luther King, Jr., Academies (MI)

Edison-Brentwood Academy (CA)

Edison Charter Academy (CA)

Edison-Friendship Public Charter School—Chamberlain (DC)

Edison-Friendship Public Charter School—Woodridge (DC)

Edison-McNair Academy (CA)

Edison-Perdue Academy (MI)

Emerson-Edison Partnership School (CO)

Feaster-Edison Charter School (CA)

Henry E.S. Reeves Elementary School (FL)

Kenwood-Edison Charter School (MN)

Kriewald Road Elementary School (TX)

McNair-Edison Junior Academy (TX)

Mount Clemens Secondary Academy (MI)

Phillips-Edison Partnership School (CA)

San Jose-Edison Academy (CA)

Westport Edison Middle Academy (MO)

Baseline Scores

Allen-Edsion Village School (MO)

Chicago Int'l Charter School (IL)

The Dayton Academy (OH)

Edison-Bethune Charter Academy (CA)

The Edison Project—PPL School (MN)

Edison-Oakland Public School Academy (MI)

Flint Northwest Community High School (MI)

Franklin-Edison School (IL)

Jefferson-Edison Elementary School (IA)

Northmoor-Edison School (IL)

Raleigh-Edison Charter School (MN)

Scobee-Edison Junior Academy (TX)

Southwestern-Edison Junior Academy (MI)

Stewart-Edison Junior Academy (TX)

Swift Creek-Edison Elementary School (NC)

Timberview-Edison Academy (CO)

Westport Edison Senior Academy (MO)

Woodland Edison Classical Academy MO)

YMCA Service Learning Academy (MI)

SCHOOLS OPENED BETWEEN 1995 AND 1999

★ ★ ★ ★ ★

Academy-Edison Elementary School (CO)

Carver Heights-Edison Elementary School (NC)

Detroit-Edison Public School Academy (MI)

Dillingham Intermediate School (TX)

Dodge-Edison Elementary School (KS)

Dr. Martin Luther King, Jr., Academies (MI)

Edison-Brentwood Academy (CA)

Edison Charter Academy (CA)

Edison-Friendship Public Charter School—Chamberlain (DC)

Edison-Friendship Public Charter School—Woodridge (DC)

Edison-Ingalls Partnership School (KS)

Edison-McNair Academy (CA)

Edison-Perdue Academy (MI)

Elm Creek Elementary School (TX)

Emerson-Edison Partnership School (CO)

Feaster-Edison Charter School (CA)

Garfield-Edison Partnership School (MI)

Henry E.S. Reeves Elementary School (FL)

Jardine-Edison Junior Academy (KS)

Kriewald Road Elementary School (TX)

McNair-Edison Junior Academy (TX)

Mount Clemens Secondary Academy (MI)

Edison-Perdue Academy (MI)

Phillips-Edison Partnership School (CA)

San Jose-Edison Academy (CA)

Westport Edison Middle Academy (MO)

Baseline Scores

Allen-Edsion Village School (MO)

Chicago Int'l Charter School (IL)

The Dayton Academy (OH)

Edison-Bethune Charter Academy (CA)

The Edison Project—PPL School (MN)

Edison-Oakland Public School Academy (MI)

Flint Northwest Community High School (MI)

Franklin-Edison School (IL)

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Swift Creek-Edison Elementary School (NC)

Timberview-Edison Academy (CO)

Westport Edison Senior Academy (MO)

Woodland Edison Classical Academy MO)

YMCA Service Learning Academy (MI)

Assessment of Educational Progress, as this testing program is called, is the country's only true national measure of achievement trends, going back to 1970 from the present time. The NAEP provides a particularly useful measure of Edison's progress, partly because it is a national measure and Edison is a national system, and partly because the performance of a national sample of students on the NAEP is not influenced by competition from Edison schools. This is not the case for the performance of students in other schools in Edison communities on state or local tests. During the most recent interval for which gain scores are available, 1992–1998, American fourth and eighth graders—grades representative of Edison students—gained less than one percentage point each year in reading and in math, against national proficiency levels (**Exhibit 6**).

The essentially stagnant performance of students nationwide is weaker still when compared to the 7 percentage-point gain of Edison students across the country in just a single year. To be sure, the NAEP and the criterion-referenced tests that Edison students take and that are administered by states and some districts are not strictly comparable. But all of these tests are attempting to measure essentially the same academic skills. And the superior performance of Edison students comes despite their level of economic disadvantage, which is twice the national average. Edison students are moving forward against high standards while U.S. students, a more advantaged group, are standing still.

A Record of Consistency

Edison's annual gains are also beginning to accumulate. A number of Edison schools have established multi-year records, as detailed in the school profiles at the end of this document. For example, Dodge-Edison Elementary School in Wichita, one of Edison's first schools, opened in 1995, now educates students to a much higher level than when the school opened. Working with essentially the same students today as in 1995, third-grade students during the 1999-2000 school year scored in the 71st percentile nationally in math and the 61st percentile nationally in reading on the MAT7, scores that represented improvements of 32 and 22 percentiles respectively from the scores of their third-grade predecessors in 1995. Another of Edison's first schools, Martin Luther King, Jr., Academy in Mount Clemens, Michigan, made simi-

EXHIBIT 6: Achievement Gains in U.S. Public Schools

Average Annual Percentage Point Gain, National Assessment of Educational Progress,
U.S. 4th and 8th graders, 1994–1998 Reading, and 1992–1996 Math

Reading, Grades 4 and 8, Criterion-Referenced Tests*	.50%
Math, Grades 4 and 8, Criterion-Referenced Tests*	.75%
Average Percentage Disadvantaged Students**	33%

* Gains are for percentages of 4th and 8th graders scoring at or above proficient.

** Measured by percentage of students participating in federal free- or reduced-price lunch program. National figures for 1993–'94.

lar progress. Fourth graders there, many of whom began with Edison in 1995, posted scores of 76 percent satisfactory in math, 49 percent satisfactory in reading, and 67 percent proficient in writing, increases of 19 percent, 10 percent, and 27 percent from the scores of fourth graders during the school's first year with Edison. Not every Edison school has progressed at the same rates, of course. As we have reported before, Boston Renaissance Charter School in Boston, Massachusetts, and Washington Elementary School in Sherman, Texas, Edison's two other 1995 openings, struggled to build strong organizations, each going through three principals in five years. The results were downturns in achievement. But the downturns did not last. Boston has now moved forward two years in a row, and Washington, after moving up sharply in 1997, finds itself ahead of where it began in 1995.

Edison, moreover, has improved the consistency of it's achievement results. Consider the one- and two-star schools in Exhibit 5. Only a single school, the one-star school, moved down decisively, and it represents a tiny fraction of the Edison schools with achievement trends. Compare this with the four schools that opened in 1995, half of which experienced sharp downturns. There is also less to the case of downturn than meets the eye. Wintergreen Interdistrict Magnet School in Hamden, Connecticut, takes official achievement tests only in fourth, sixth, and eighth grade, and only the fourth grade has a baseline for comparison. These students performed below the previous fourth-grade cohort, though still at respectable passing levels. Internal testing revealed that the current group of fourth graders made solid academic progress, but not enough to catch their high-achieving predecessors. Wintergreen is not a case of declining achievement among a group of students, but rather a case of one group of students not being as strong as a previous group.

As for the two-star schools, these are schools that experienced a mixture of positive and negative trends, though favoring the negative. Three of these schools from 1999–2000—Jardine Junior Academy in Wichita, Kansas; Carver Heights Elementary in Goldsboro, North Carolina; and Roosevelt-Edison Charter School in Colorado Springs, Colorado—experienced off years in what otherwise have been positive long-term performances. The first two of these schools rate five stars since they opened and the third rates four stars. The remaining four schools in the two-star category posted their first trend data this year and are receiving close attention from Edison management. We do not expect to see any school fall off of the positive track for more than a single year.

We highlight the struggles of these few schools to make clear that building strong schools is hard work. We do not succeed in every case, and we will be the first to acknowledge that. We have a very effective school design, but executing it is not automatic. We believe, however, that the national systems we have created to start schools right and to support schools year in and year out can, in time, pay off for every school. The handful of Edison schools that have not found immediate or permanent success should not detract from the vast majority that are posting consistent achievement gains for their students. With 43 schools now establishing achievement trends, more than half of which are strongly positive and another quarter solidly positive, it is unarguable that Edison schools are advancing achievement, not only by substantial margins, but with great consistency as well.

ACHIEVEMENT DISAGGREGATED

Perhaps the most important and vexing problem in American education is the lagging achievement of minority students. Despite sustained government attention and tremendous effort by educators over the last generation, the achievement of African-American and Hispanic students in particular, remains stubbornly and substantially below that of Caucasians. Experts agree that there are no simple answers to this problem, but there is certainly reason for hope. Certain schools are making good progress with all students.

Edison schools bare watching for the achievement of minority youth, because Edison schools serve many youngsters who are not only economically disadvantaged, but are racial or ethnic minorities as well. **Exhibit 7** shows the composition of Edison schools. The majority of students are African American, with another 17 percent Latino or Hispanic. Interestingly, many of the Edison schools that are succeeding most have predominantly minority enrollments. For example, Edison has three schools in Washington, D.C.: the Chamberlain and Woodridge campuses of the Edison-Friendship Public Charter School and Blow-Pierce Junior Academy. The elementary schools have raised achievement roughly 16 percentiles against national norms in reading and math in just two years. The middle school has raised achievement 9 percentiles in reading and math in a single year. These schools serve students who are more than 95 percent African American, and the majority receive free or reduced-price lunch.

Or consider Feaster-Edison Charter School in Chula Vista, California. Just a few miles from the Mexican border, Feaster serves more than 1000 students, nearly 80 percent of whom are Hispanic and economically disadvantaged. Over the last two years, this school has raised achievement in math, reading, spelling, and language arts close to 10 percentiles against national norms.

These are but several examples. More can be examined in the individual school profiles that follow. The point is that the consistent and sizable gains Edison has been making nationwide are with the students whose achievement traditionally has been lagging.

EXHIBIT 7: 1999–2000 Student Demographics

African American	54.8%
Asian-Pacific	1.5%
Caucasian	18.7%
Hispanic	16.7%
Other	8.3%

CUSTOMER SATISFACTION

Customer satisfaction is crucial to school success. Students learn most when parents are positively engaged in the school and the home, when teachers are fulfilled by their work in their classrooms, and when students themselves appreciate and enjoy their school experience. Customer satisfaction is not important in its own right; it is important because it promotes higher student achievement.

Edison schools have been quite successful in satisfying their various customers. Each year, Edison commissions Harris Interactive (formerly the

Gordon S. Black Corporation) to survey all parents, students, and teachers in its schools. Harris Interactive is one of the nation's leaders in helping schools and other enterprises understand their customers and improve customer satisfaction. Harris Interactive analyzes the results of its surveys and provides schools with extensive diagnoses of what they need to do to improve customer satisfaction. These analyses, extremely valuable to our schools, are too detailed to summarize here. But a few provide straightforward measures of overall satisfaction levels.

PARENT SATISFACTION

Exhibit 8 presents the summary satisfaction "grades" given to Edison schools by parents in 2000. All parents at Edison schools are asked to complete anonymous surveys including one item that asks parents to grade the Edison school an *A* for excellent through an *F* for failure. Two patterns stand out. First, parents are overwhelmingly satisfied with their Edison schools. A majority, 54 percent, give the schools an *A* and 33 percent give the schools a *B*, for a total of 87 percent giving the school an *A* or a *B*. These grades average out to a score of 3.4 on a 4-point scale.

Two points of comparison are useful here. First, according to the Gallup poll, public school parents nationwide score their neighborhood schools only a 2.6. In other words, Edison schools are rated *B+* or *A-* by their parents while public schools throughout the U.S. are rated a *B-* by theirs. A second point of comparison is

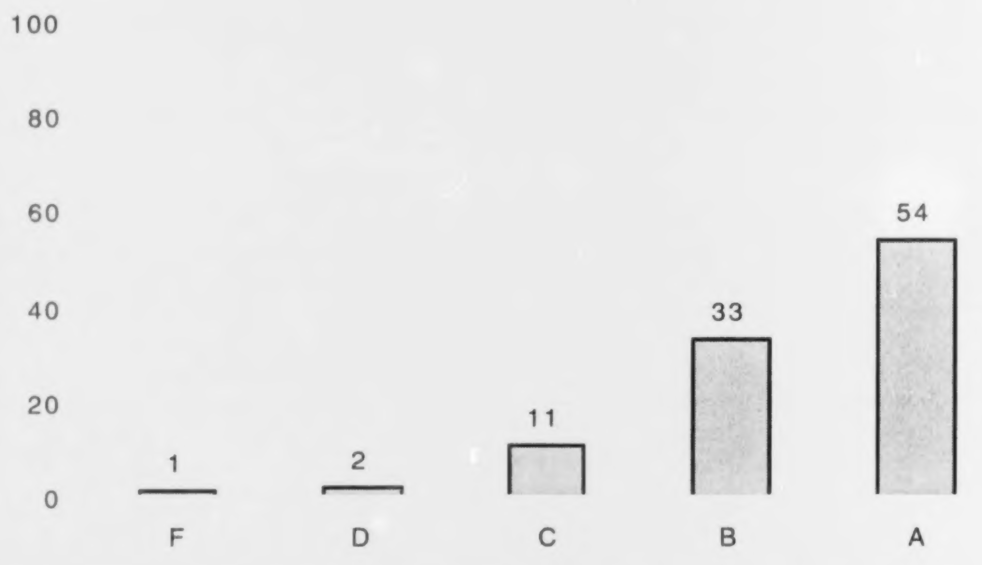


EXHIBIT 8: Overall Satisfaction—Parents

Harris Interactive Surveys, 1999 Percentage Grades the hundreds of other schools surveyed by Harris Interactive. These schools serve a much more advantaged population than Edison schools and are roughly typical of American schools nationwide. Although satisfaction levels in schools serving more advantaged communities tend to be higher, Edison's GPA for parents is 3.4 while the GPA of other Harris surveyed schools is only 3.1.

STUDENT SATISFACTION

Exhibit 9 provides the same type of data for Edison students in grades 3 and higher. The patterns are nearly the same as those for parents. An *A* is the most common grade awarded by students and about 76 percent of Edison students award their school an *A* or *B*. These scores are quite encouraging. Edison students have a longer school day and school year, neither of which hold instant appeal for young people. Edison schools serve students who are relatively disadvantaged and ordinarily not highly satisfied with schools. Nevertheless, Edison students have a satisfaction GPA of 3.1, the same GPA as the more advantaged students in other schools surveyed by Harris Interactive.

TEACHER SATISFACTION

Harris Interactive also surveys teachers, the results of which are summarized in **Exhibit 10.** Teachers rate schools somewhat lower than parents and students do. The overwhelming majority of teachers, 64 percent, award their schools a grade of *A* or *B*. Unlike the results for parents and students, the most popular grade for teachers is a B. This is not an indication of dissatisfaction—teachers generally rate their schools more critically than do parents or students. Satisfaction levels among Edison teach-

EXHIBIT 9: Overall Satisfaction—Students

Harris Interactive Surveys, 1999 Percentage Grades

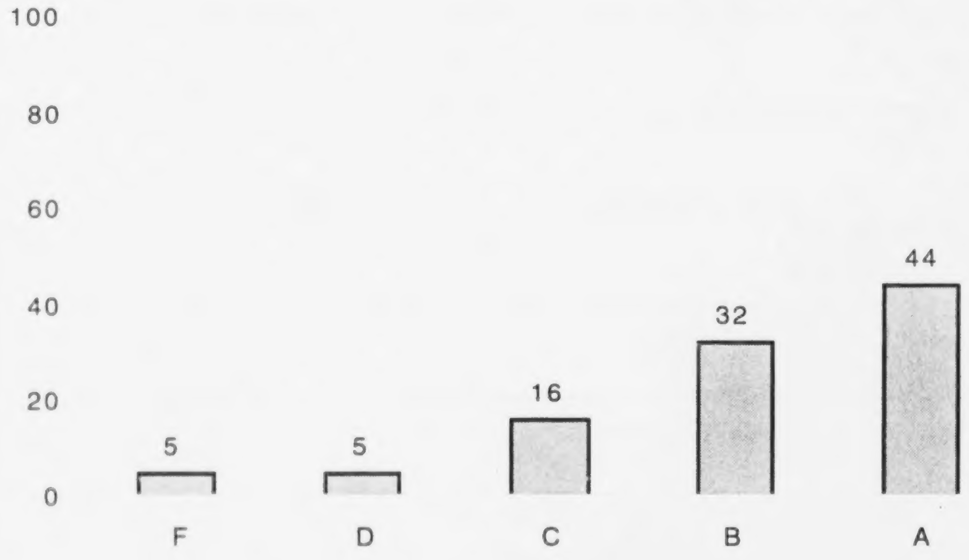
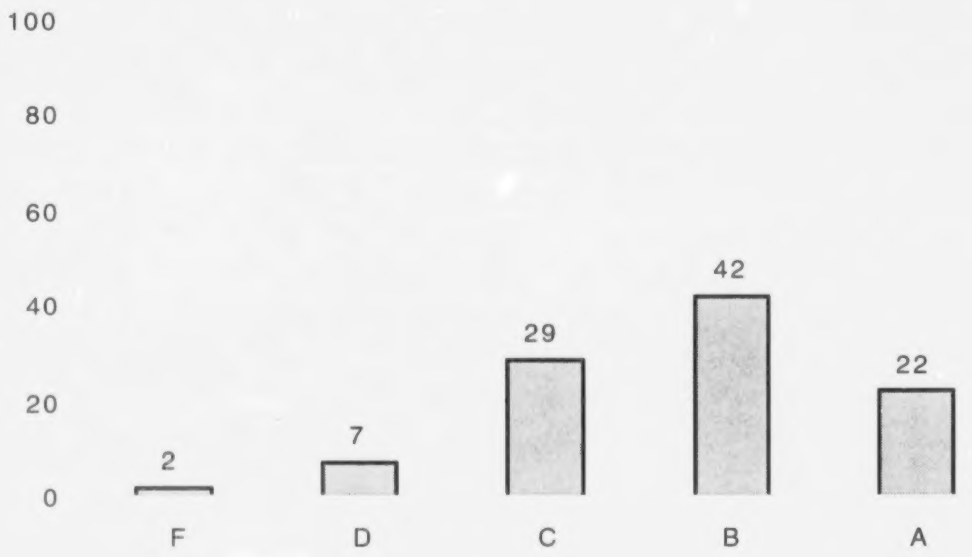


EXHIBIT 10: Overall Satisfaction—Teachers

Harris Interactive Surveys, 1999 Percentage Grades



ers (GPA—2.8) are very close to those of teachers in other schools (GPA—3.0) surveyed by Harris Interactive. Given the more challenging situations in which Edison teachers ordinarily work, the satisfaction levels of Edison teachers should be considered somewhat better than expectations.

Another indicator of teacher satisfaction is turnover, summarized in Exhibit 10. Most Edison schools have turnover rates typical of other public schools. Edison's average turnover rate in 1998-1999 (the most recent year with complete data) was 24 percent, counting all staff changes during the school year as well as over the summer. This average is distorted by a small number of campuses with much higher turnover rates of 30 percent or more. The median turnover rate in Edison schools last year was 18 percent—half of all Edison schools have rates lower than this figure and half have rates above it. This median represents a decline from 19 percent, which was the median turnover reported in Edison's *Second Annual Report on School Performance.*

The national turnover rate is 14 percent, but this does not count staff changes during the school year, only during the summer. In Edison schools, where teachers are free to transfer virtually at will, where the school day and year are longer, and where the school design demands all kinds of change, a median turnover rate of 18 percent is surprisingly close to the national average—and an indication that Edison teachers are generally satisfied with their challenging roles. Even so, Edison wants to see its turnover rates drop lower. Edison invests very heavily in professional development and depends on the growth of expertise at every school site to enable its widely dispersed national system to function effectively without high levels of central direction. Building a stable, proficient, and satisfied professional staff is one of Edison's top priorities as we go forward.

OTHER SATISFACTION INDICATORS

Exhibit 11 also corroborates the already evident satisfaction of parents and students. Edison schools have been fortunate to hold student mobility to 13 percent—very low by national standards. Around the country, schools are often stymied trying to educate students who change schools, sometimes more than once, during a school year. Mobility is particularly vexing for urban schools where families are especially transient, but it is a problem nationwide: Average annual student turnover is 17 percent for all American schools. Edison's student mobility rate of 13 percent is below the national average. Edison schools are popular with students and their parents, so families tend to stay put.

Similarly, schools cannot educate students who do not come to school every day. Many schools struggle with this issue, as the daily attendance rate nationally is only 92 percent. Schools serving disadvantaged students often have even lower attendance rates. Edison schools, despite their often disadvantaged student bodies, have a daily attendance rate of 94 percent.

Given all these indicators of customer satisfaction, it is perhaps no wonder that parents are lining up to seek admission to Edison schools. The average waiting list is 140 families long.

CONCLUSION

So far in this report we have discussed, in general terms, Edison's strong performance in: opening schools; implementing a comprehensive school design; raising student achievement; and satisfying parents, teachers, and students systemwide. The individual school profiles that follow examine our progress in greater detail.

EXHIBIT 11: Teacher, Student, & Parent Satisfaction Indicators

	All Edison schools opened from 1995 to 2000	U.S. public schools 1994–1996
Teacher Turnover	18%*	14%**
Student Mobility	13%	17%***
Daily Student Attendance	94%	92%****
Average Admissions Waiting List	140	NA

* Median teacher turnover rate, school level, all turnover fall to fall

** Mean teacher turnover rate, teacher level, summer turnover only. *Digest of Education Statistics 1997*, Table 72.

*** *National Assessment of Educational Progress, 1996*. Estimated from school and student surveys.

**** *Digest of Education Statistics 1997*, Table 39.

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Carver Heights-Edison Elementary School 130
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Stewart-Edsion Junior Academy 146
Washington Elementary School 148

Edison-Bethune Charter Academy

SCHOOL PROFILE (1999–2000)

1616 S. Fruit Ave., Fresno, CA 93706
(559) 457-2530

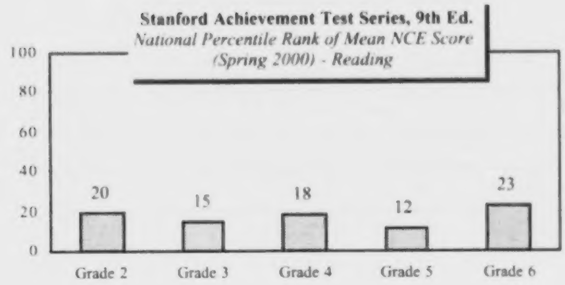
- ✓ Principal: Jean Losey
- ✓ Established in 1999
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 691
- ✓ Instructional Staff: 85
- ✓ Student/Staff Ratio: 8.1/1

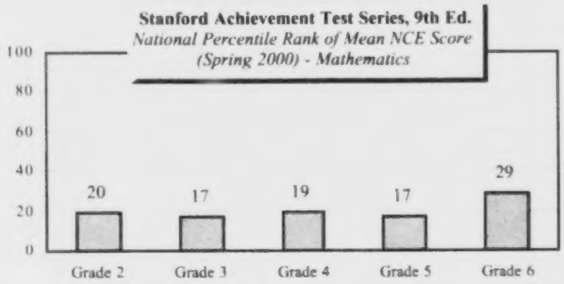
STUDENT PROFILE (1999–2000)

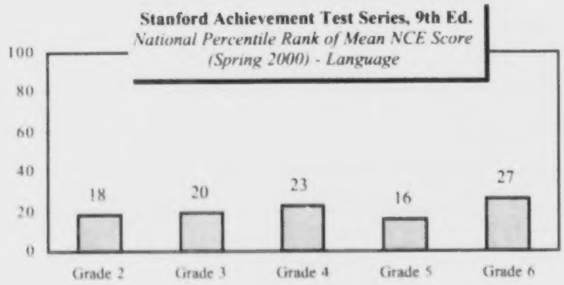
- ✓ Ethnicity:
  - African American—51.4%
  - Asian/Pacific—5.2%
  - Caucasian—6.4%
  - Hispanic—36.3%
  - Other—.7%
- ✓ Program Participation
  - ESL—21.6%
  - Special Education—6.8%
  - Free/Reduced Lunch—92.6%

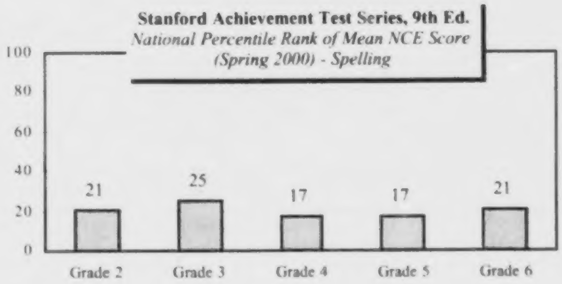
Achievement Gains: Baseline Data Only

EDISON-BETHUNE STUDENT ACHIEVEMENT









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Edison-Brentwood Academy

SCHOOL PROFILE (1999–2000)

2086 Clarke Ave., East Palo Alto,
CA 94303
(650) 329-2800, ext. 108

- ✓ Principal: Martha Navarrete
- ✓ Established in 1998
- ✓ Serving grades K–3
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 557
- ✓ Instructional Staff: 50
- ✓ Student/Staff Ratio: 11.1/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—26.0%
  - Asian/Pacific—7.9%
  - Caucasian—0.5%
  - Hispanic—62.5%
  - Other—3.1%
- ✓ Program Participation
  - ESL—65.0%
  - Special Education—2.7%
  - Free/Reduced Lunch—100%

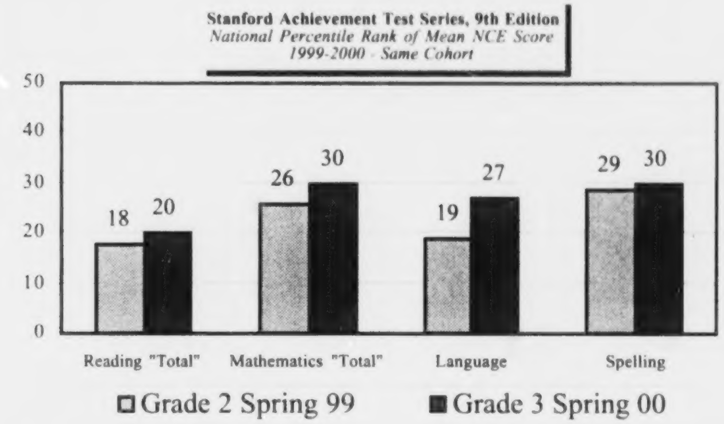
★ ★ ★ ★ ★

1999–2000 Achievement Gains: Strongly Positive

★ ★ ★ ★ ★

Achievement Gains Since Opening: Strongly Positive

EDISON-BRENTWOOD STUDENT ACHIEVEMENT



Edison Charter Academy

SCHOOL PROFILE (1999–2000)

3531 22nd St., San Francisco,
CA 94114
(415) 970-3330

- ✓ Principal: Barbara Karvelis
- ✓ Established in 1998
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 547
- ✓ Instructional Staff: 34
- ✓ Student/Staff Ratio: 16.1/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—33.6%
  - Asian/Pacific—2.7%
  - Caucasian—5.5%
  - Hispanic—47.5%
  - Other—10.6%
- ✓ Program Participation
  - ESL—32.0%
  - Special Education—6.8%
  - Free/Reduced Lunch—79.0%

★★★★★

1999–2000 Achievement Gains: Strongly Positive

★★★★★

Achievement Gains Since Opening: Strongly Positive

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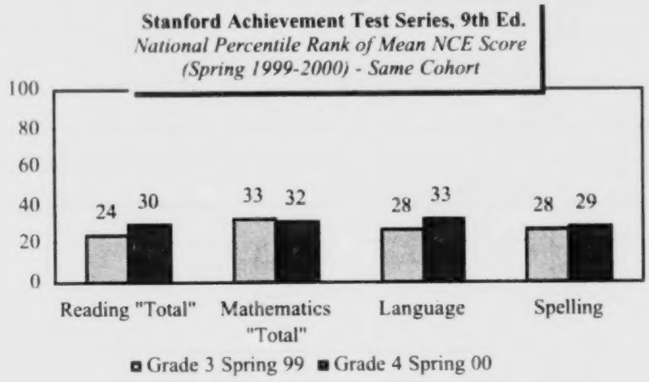
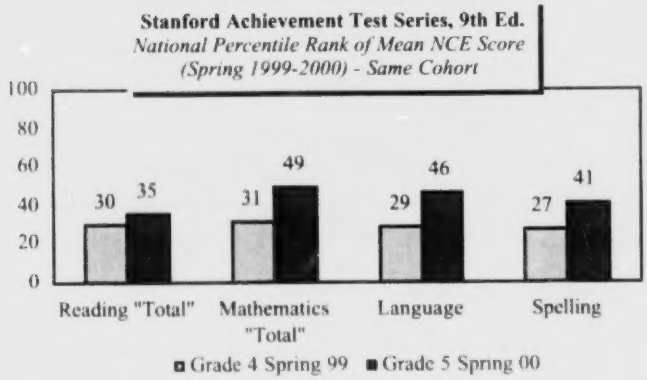


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
(Spring 1999-2000) - Same Cohort



Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
(Spring 1999-2000) - Same Cohort

Edison-McNair Academy

SCHOOL PROFILE (1999–2000)

2033 Pulgas Ave., East Palo Alto
CA 94303
(650) 329-2888

- ✓ Principal: Robert Morgenstein
- ✓ Established in 1998
- ✓ Serving grades 4–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 570
- ✓ Instructional Staff: 46
- ✓ Student/Staff Ratio: 12.3/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—26.0%
  - Asian/Pacific—0.0%
  - Caucasian—0.2%
  - Hispanic—61.7%
  - Other—12.2%
- ✓ Program Participation
  - ESL—67.0%
  - Special Education—8.5%
  - Free/Reduced Lunch—100%

★ ★ ★ ★ ★

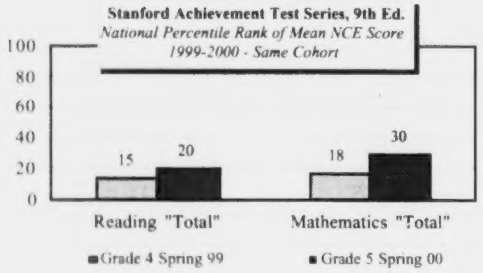
1999–2000 Achievement Gains: Strongly Positive

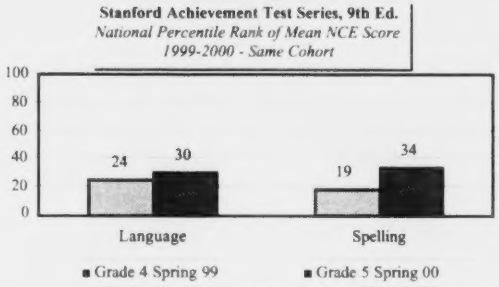
★ ★ ★ ★ ★

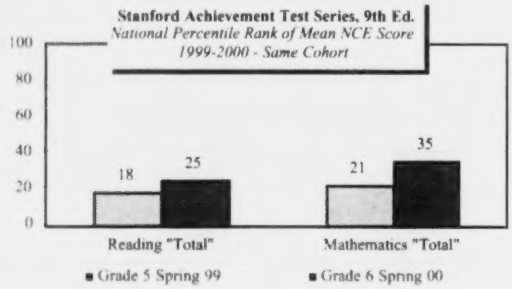
Achievement Gains Since Opening: Strongly Positive

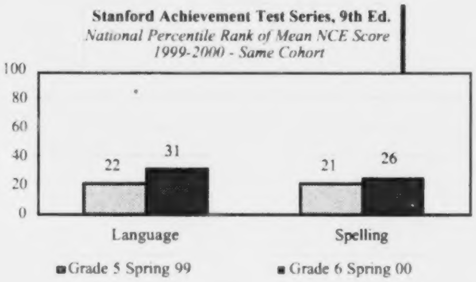
BEST COPY AVAILABLE

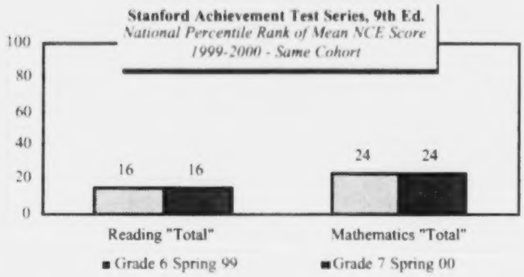
EDISON-McNAIR STUDENT ACHIEVEMENT

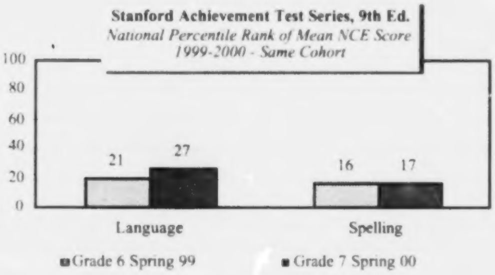


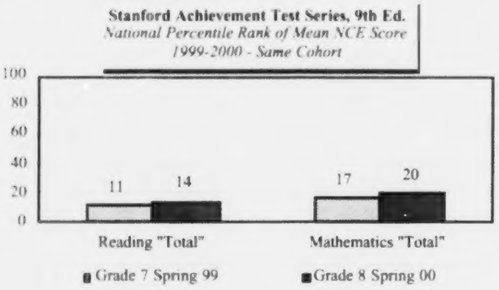


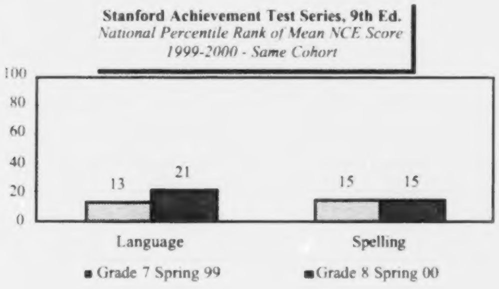












Feaster-Edison Charter School

SCHOOL PROFILE (1999–2000)

670 Flower St., Chula Vista, CA 91910;
(619) 422-8397

- ✓ Principal: Catherine Rodriguez
- ✓ Established in 1997
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1,099
- ✓ Instructional Staff: 79
- ✓ Student/Staff Ratio: 13.9/1

STUDENT PROFILE (1997–2000)

- ✓ Ethnicity:
  - African American—6.4%
  - Asian/Pacific—3.7%
  - Caucasian—12.6%
  - Hispanic—76.4%
  - Other—0.9%
- ✓ Program Participation
  - ESL—16.3%
  - Special Education—7.6%
  - Free/Reduced Lunch—76.8%

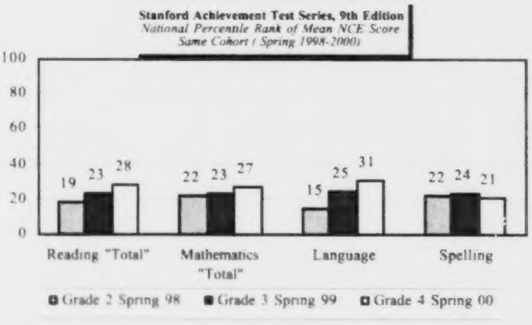
★ ★ ★ ★ ★

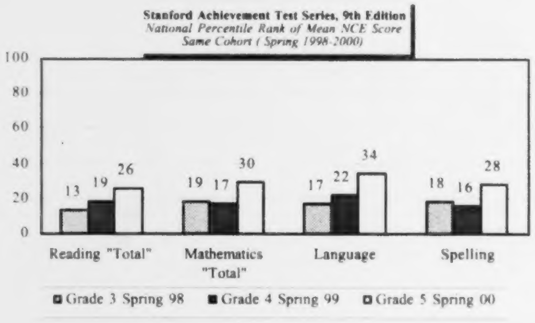
Achievement Gains 1999–2000: Strongly Positive

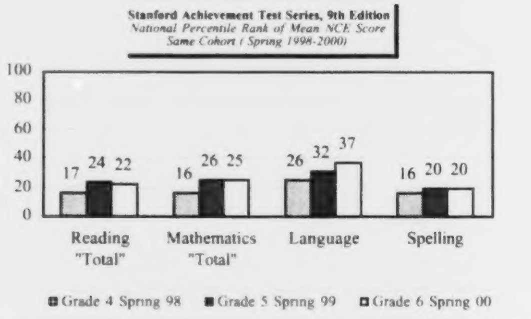
★ ★ ★ ★ ★

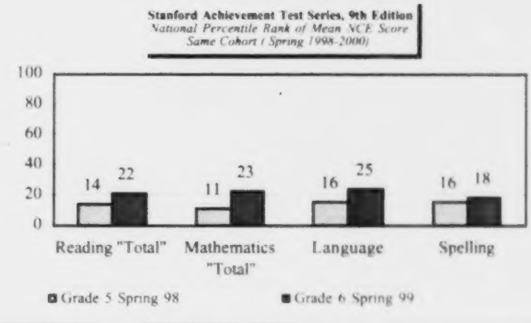
Achievement Gains Since Opening: Strongly Positive

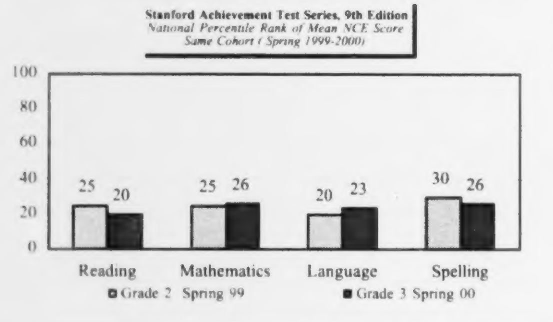
FEASTER-EDISON STUDENT ACHIEVEMENT











Phillips-Edison Partnership School

SCHOOL PROFILE (1999–2000)

1210 Shelter Ave., Napa CA 94559
(707) 253-3481

- ✓ Principal: Dee McFarland
- ✓ Established in 1998
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 569
- ✓ Instructional Staff: 81
- ✓ Student/Staff Ratio: 7/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—2.6%
  - Asian/Pacific—0.2%
  - Caucasian—45.0%
  - Hispanic—51.0%
  - Other—1.4%
- ✓ Program Participation
  - ESL—38.0%
  - Special Education—5.8%
  - Free/Reduced Lunch—60.6%

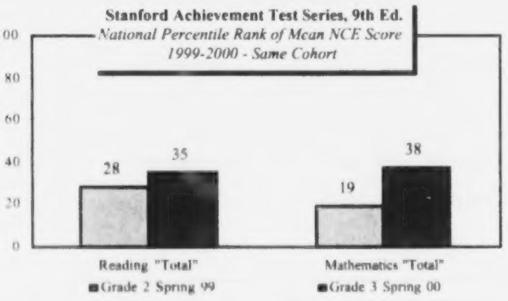
★ ★ ★ ★ ★

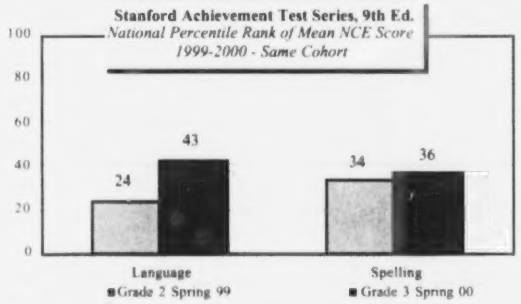
1999–2000 Achievement Gains: Strongly Positive

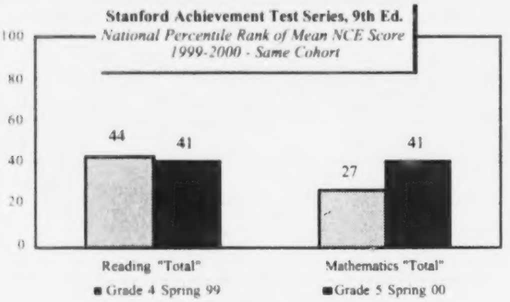
★ ★ ★ ★ ★

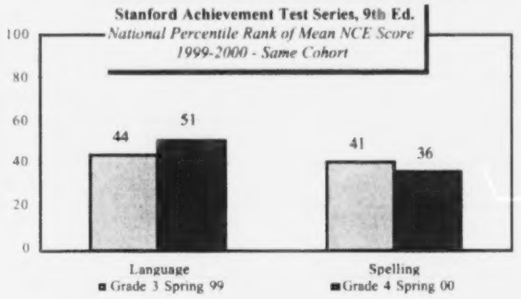
Achievement Gains Since Opening: Strongly Positive

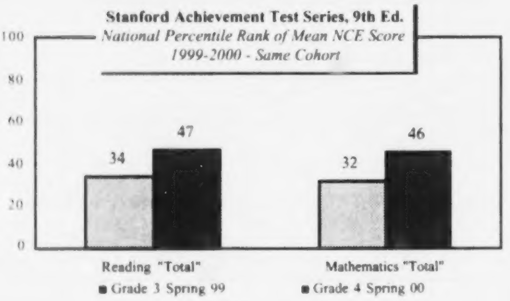
PHILLIPS-EDISON STUDENT ACHIEVEMENT

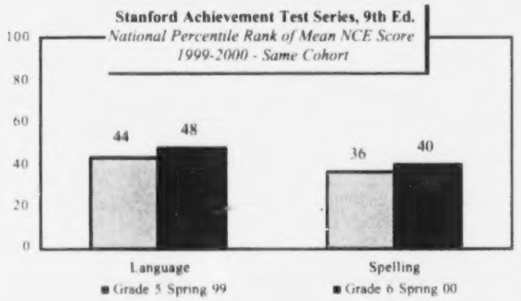


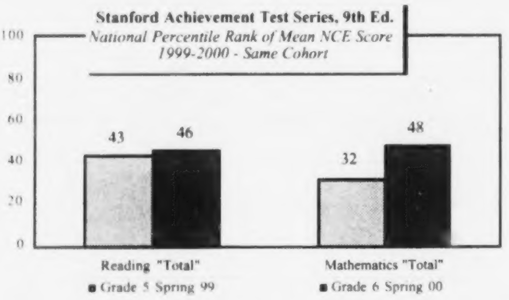


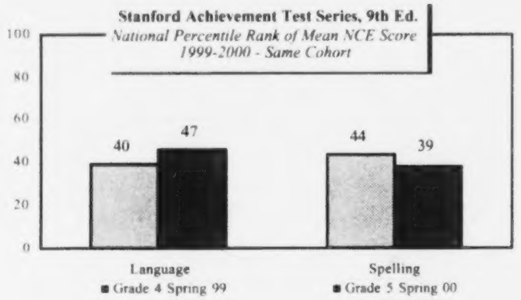












San Jose-Edison Academy (an Endeavor Foundation School)

SCHOOL PROFILE (1999–2000)

1500 E. Francisquito Ave., West Covina,
CA 91791
(626) 939-4635, (626) 918-6575

- ✓ Principal: Denise Patton
- ✓ Established in 1998
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 832
- ✓ Instructional Staff: 51
- ✓ Student/Staff Ratio: 16.3/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—10.2%
  - Asian/Pacific—16.1%
  - Caucasian—15.5%
  - Hispanic—57.5%
  - Other—0.7%
- ✓ Program Participation
  - ESL—8.2%
  - Special Education—3.8%
  - Free/Reduced Lunch—39.2%

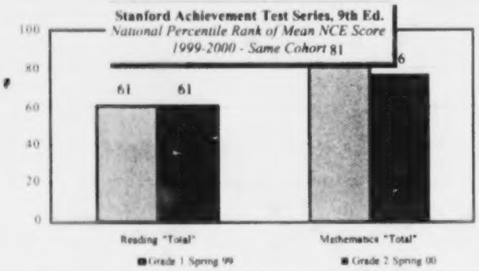
★★★★★

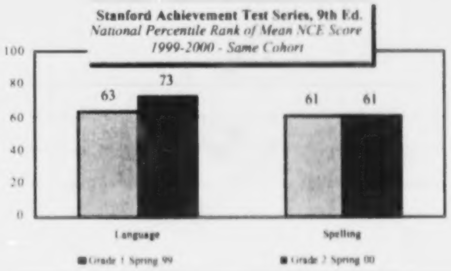
1999–2000 Achievement Gains: Strongly Positive

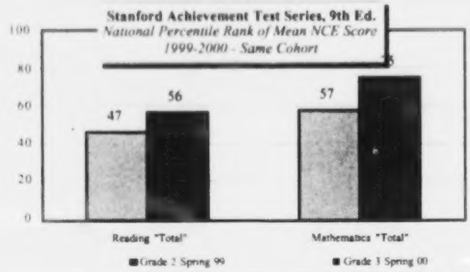
★★★★★

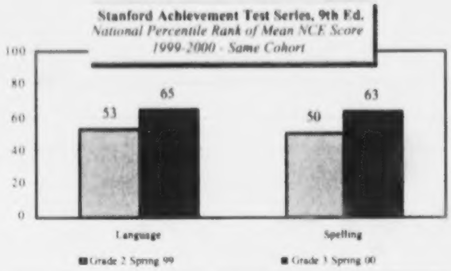
Achievement Gains Since Opening: Strongly Positive

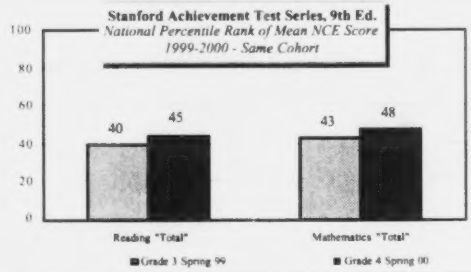
SAN-JOSE EDISON STUDENT ACHIEVEMENT

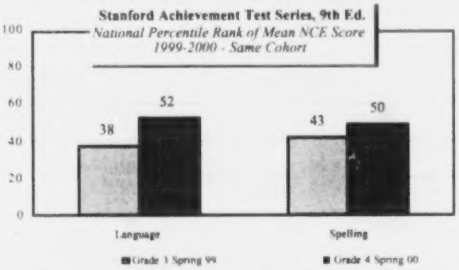


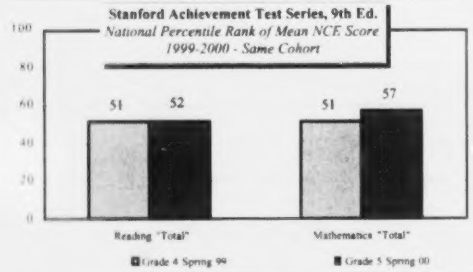


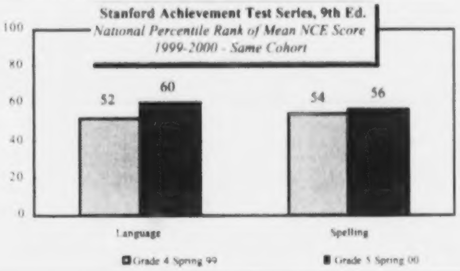


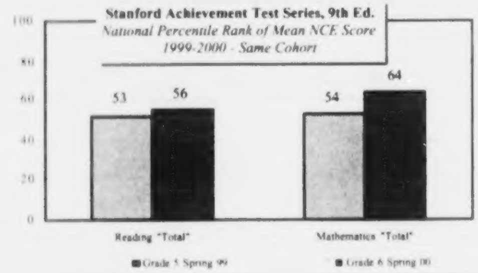


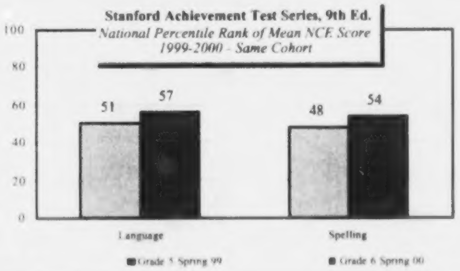












Academy-Edison Elementary School

SCHOOL PROFILE (1999–2000)

3475 Hampton Park Drive, Colorado
Springs, CO 80920

(719) 264-1501

- ✓ Principal: Lynn Kintz
- ✓ Established in 1998
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 642
- ✓ Instructional Staff: 84
- ✓ Student/Staff Ratio: 7.6/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—7.8%
  - Asian/Pacific—3.6%
  - Caucasian—79.3%
  - Hispanic—7.2%
  - Other—2.2%
- ✓ Program Participation
  - ESL—.3%
  - Special Education—6.5%
  - Free/Reduced Lunch—8.1%

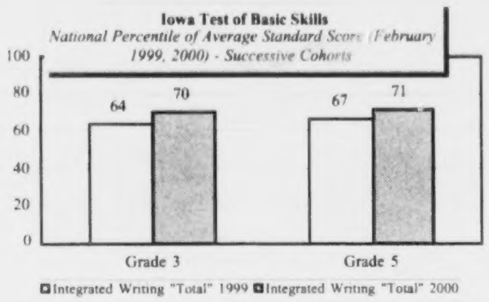
★ ★ ★ ★ ★

1999–2000 Achievement Gains: Strongly Positive

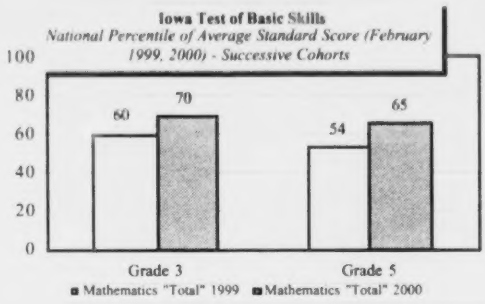
★ ★ ★ ★ ★

Achievement Gains Since Opening: Strongly Positive

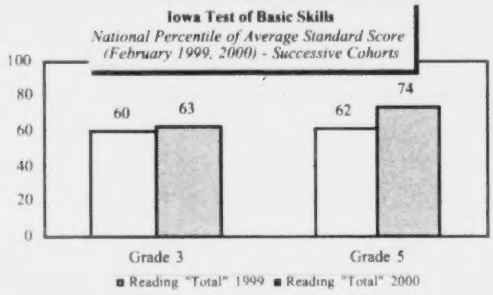
ACADEMY-EDISON STUDENT ACHIEVEMENT


Iowa Test of Basic Skills

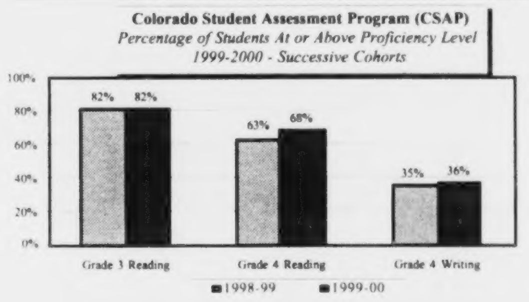
National Percentile of Average Standard Score (February 1999, 2000) - Successive Cohorts


Iowa Test of Basic Skills

National Percentile of Average Standard Score (February 1999, 2000) - Successive Cohorts


Iowa Test of Basic Skills

National Percentile of Average Standard Score (February 1999, 2000) - Successive Cohorts


Colorado Student Assessment Program (CSAP)

Percentage of Students At or Above Proficiency Level 1999-2000 - Successive Cohorts

Emerson-Edison Partnership School

SCHOOL PROFILE (1999–2000)

4220 E. Pikes Peak Ave., Colorado Springs,
CO 80909; (719) 570-7822

- ✓ Principal: Teri Newbold Moon
- ✓ Established in 1997
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 747
- ✓ Instructional Staff: 101
- ✓ Student/Staff Ratio: 7.4/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—12.63%
  - Asian/Pacific—1.2%
  - Caucasian—34.4%
  - Hispanic—19.7%
  - Otherc—32.1%
- ✓ Program Participation
  - ESL—2.5%
  - Special Education—13.1%
  - Free/Reduced Lunch—63.2%

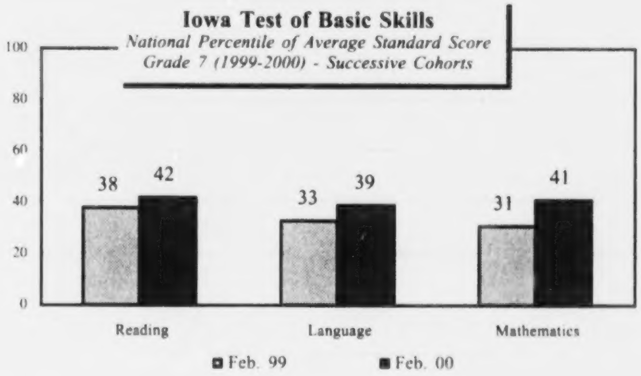
★ ★ ★ ★ ★

1999–2000 Achievement Gains: Strongly Positive

★ ★ ★ ★ ★

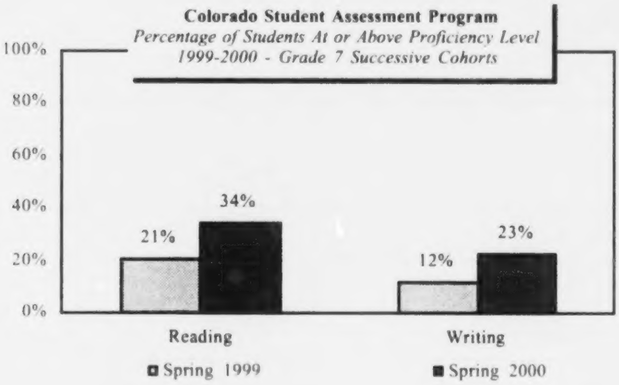
Achievement Gains Since Opening: Strongly Positive

EMERSON-EDISON STUDENT ACHIEVEMENT


Iowa Test of Basic Skills

National Percentile of Average Standard Score

Grade 7 (1999-2000) - Successive Cohorts


Colorado Student Assessment Program

Percentage of Students At or Above Proficiency Level

1999-2000 - Grade 7 Successive Cohorts

District Achievement Levels Test

Grade 6-Fall to Spring Average Scores (1998-2000)

		Fall 97	Spring 98	Gain	Fall 98	Spring 99	Gain	Fall 99	Spring 00	Gain
Reading	6	205.6	211.5	**5.9**	206.9	211.2	**4.3**	202.7	204.7	**2.0**
	7	*	*	*	208.0	210.1	**2.1**	206.8	211.9	**5.1**
	8	*	*	*	*	*	*	208.5	212.8	**4.3**
Language	6	207.6	212.0	**4.4**	209.5	214.1	**4.6**	203.6	206.0	**2.4**
	7	*	*	*	209.8	211.6	**1.8**	207.6	212.3	**4.7**
	8	*	*	*	*	*	*	208.8	212.8	**4.0**
Mathematics	6	203.8	209.5	**5.7**	206.4	213.4	**7.0**	201.6	205.6	**4.0**
	7	*	*	*	209.3	216.1	**6.8**	208.5	212.9	**4.4**
	8	*	*	*	*	*	*	210.2	214.2	**4.0**

* *not available*

Roosevelt-Edison Charter School

SCHOOL PROFILE (1999–2000)

205 Byron Dr., Colorado Springs, CO
80910; (719) 637-0311

- ✓ Principal: Vicki Axford
- ✓ Established in 1996
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 674
- ✓ Instructional Staff: 97
- ✓ Student/Staff Ratio: 6.9/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—28.3%
  - Asian/Pacific—2.5%
  - Caucasian—34.0%
  - Hispanic—20.9%
  - Other—14.2%
- ✓ Program Participation
  - ESL—7.1%
  - Special Education—11.7%
  - Free/Reduced Lunch—59.8%

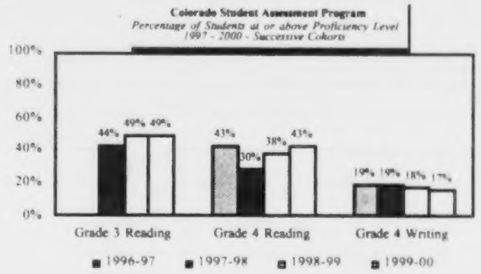
★★

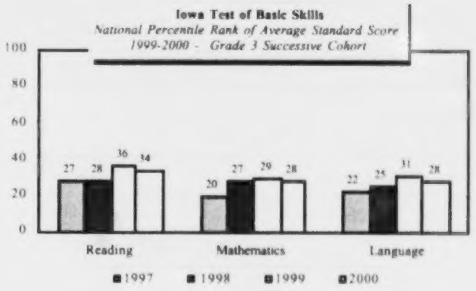
1999–2000 Achievement Gains: Negative

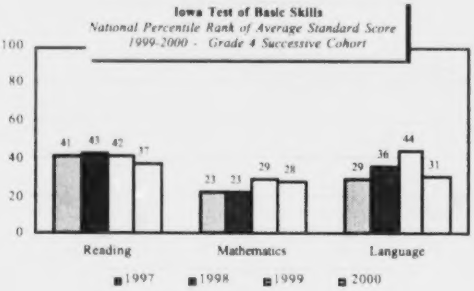
★★★★

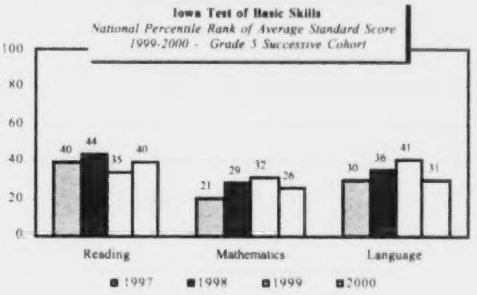
Achievement Gains Since Opening: Positive

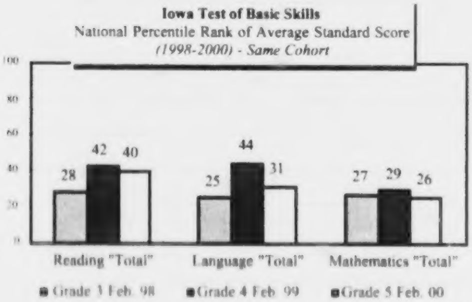
ROOSEVELT-EDISON STUDENT ACHIEVEMENT

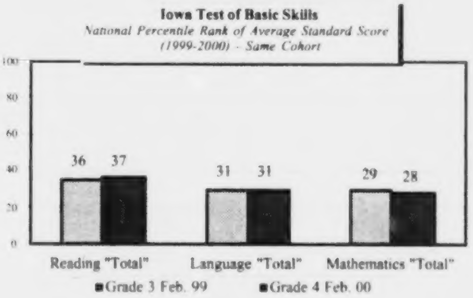












District Achievement Levels Test

Grades 3-5 Fall to Spring Average Scores (1997-2000)

		Fall 96	Spring 97	Gain	Fall 97	Spring 98	Gain	Fall 98	Spring 99	Gain	Fall 99	Spring 00	Gain
Reading	3	184.3	189.7	5.4	179.1	189.7	10.6	179.2	191.6	12.4	183.1	191.1	8.0
	4	195.7	198.2	2.5	191.2	198.7	7.5	189.7	197.6	7.9	191.7	198.2	6.5
	5	201.2	204.6	3.4	202.2	208	5.8	199.6	207.6	8.0	199.6	204.8	5.2
Language	3	183.9	189.6	5.7	179.1	189.6	10.5	181.1	192.6	11.5	182	192.7	10.7
	4	194.4	200.8	6.4	192.1	199.4	7.3	191.8	199.8	8.0	193.8	200.3	6.5
	5	201.6	206.8	5.2	204.9	209.8	4.9	202.8	209.2	6.4	201.7	207.8	6.1
Mathematics	3	177.7	180.5	2.8	176.2	186.5	10.3	177.5	188.3	10.8	177.5	188.7	11.2
	4	191.8	196.6	4.8	188.0	195.4	7.4	189.7	198.2	8.5	191.1	200.6	9.5
	5	200.2	204.3	4.1	202.3	207.4	5.1	198.4	207.0	8.6	200.5	208.9	8.4

Timberview-Edison Academy

SCHOOL PROFILE (1999–2000)

8680 Scarborough Dr., Colorado Springs,
CO 80920
(719) 282-0400

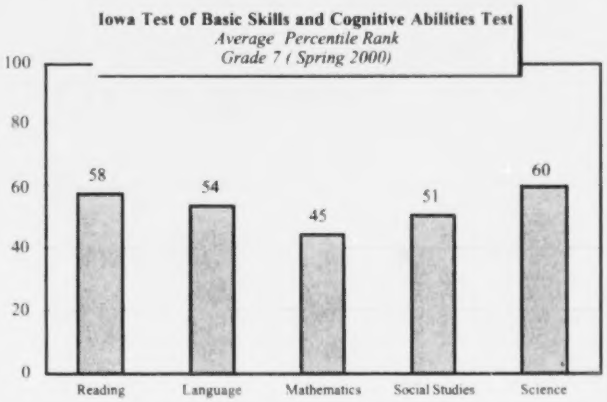
- ✓ Academy Director: Leesa Morgan-Baker
- ✓ Established in 1999
- ✓ Serving grades 6–7
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 195
- ✓ Instructional Staff: 28
- ✓ Student/Staff Ratio: 7/1

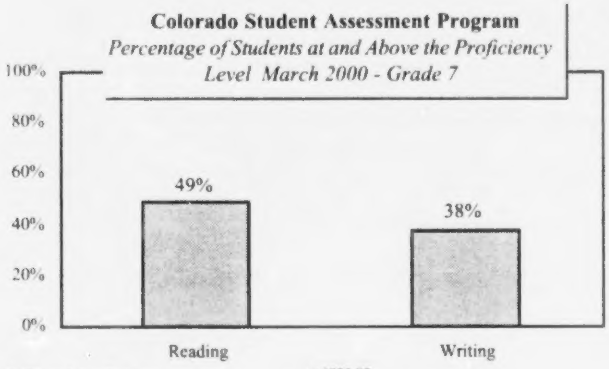
STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—8.7%
  - Asian/Pacific—1.5%
  - Caucasian—82.1%
  - Hispanic—6.7%
  - Other—1.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—13.3%
  - Free/Reduced Lunch—7.2%

Achievement Gains: Baseline Data Only

TIMBERVIEW-EDISON STUDENT ACHIEVEMENT


Iowa Test of Basic Skills and Cognitive Abilities Test
Average Percentile Rank
Grade 7 (Spring 2000)


Colorado Student Assessment Program
Percentage of Students at and Above the Proficiency Level March 2000 - Grade 7

* *Baseline Scores*

Wyatt-Edison Charter School

SCHOOL PROFILE (1999–2000)

3620 Franklin St., Denver CO 80205
(303) 292-5515

- ✓ Principal: Karen LeFever
- ✓ Established in 1998
- ✓ Serving grades K–7
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 653
- ✓ Instructional Staff: 71
- ✓ Student/Staff Ratio: 9.2/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—46.6%
  - Asian/Pacific—0.3%
  - Caucasian—5.5%
  - Hispanic—45.5%
  - Other—2.1%
- ✓ Program Participation
  - ESL—12.6%
  - Special Education—9.0%
  - Free/Reduced Lunch—70.0% (est)

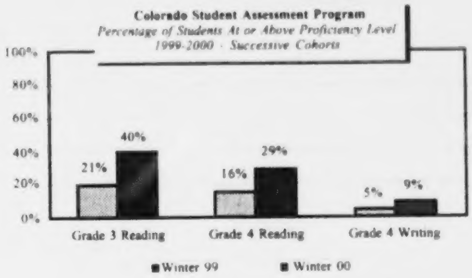
★ ★ ★ ★

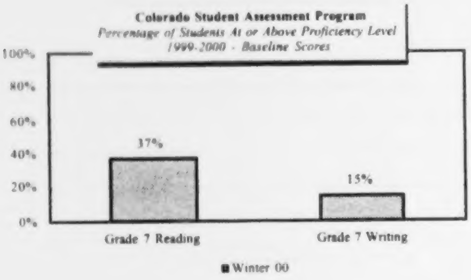
1999–2000 Achievement Gains: Positive

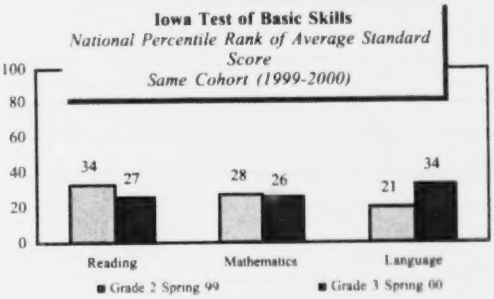
★ ★ ★ ★

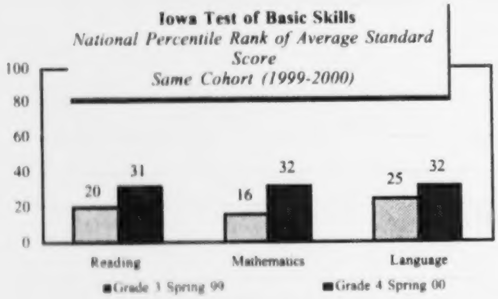
Achievement Gains Since Opening: Positive

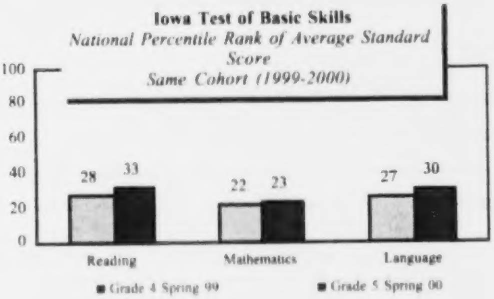
WYATT-EDISON STUDENT ACHIEVEMENT

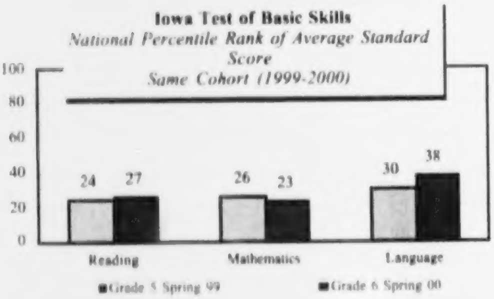


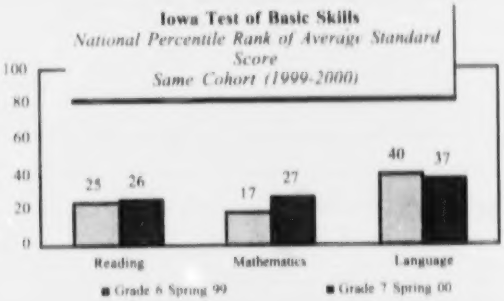












Wintergreen Interdistrict Magnet School

SCHOOL PROFILE (1999–2000)

670 Wintergreen Ave., Hamden,
CT 06514
(203) 281-9668

- ✓ Principal: Dale Bernardoni
- ✓ Established in 1998
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 536
- ✓ Instructional Staff: 63
- ✓ Student/Staff Ratio: 8.5/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—28.0%
  - Asian/Pacific—3.5%
  - Caucasian—61.8%
  - Hispanic—6.3%
  - Other—0.4%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—7.8%
  - Free/Reduced Lunch—14.6%

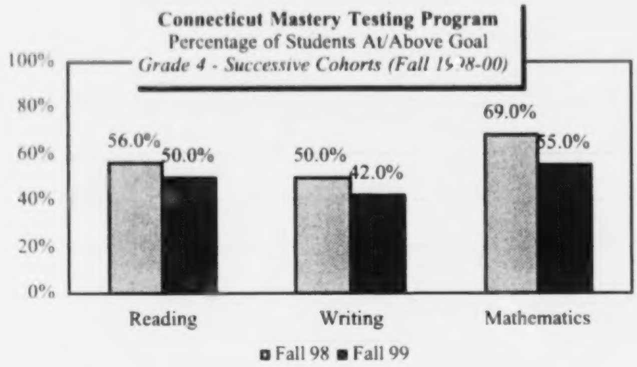
★

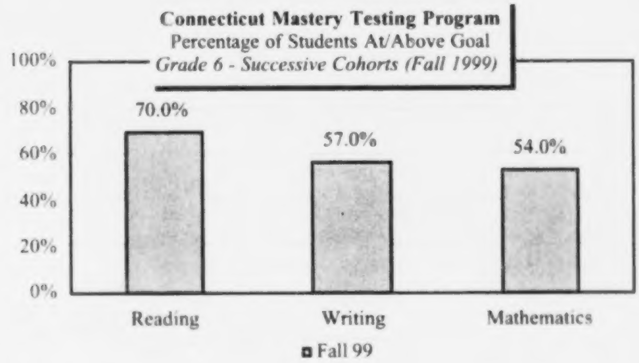
1999–2000 Achievement Gains: Strongly Negative

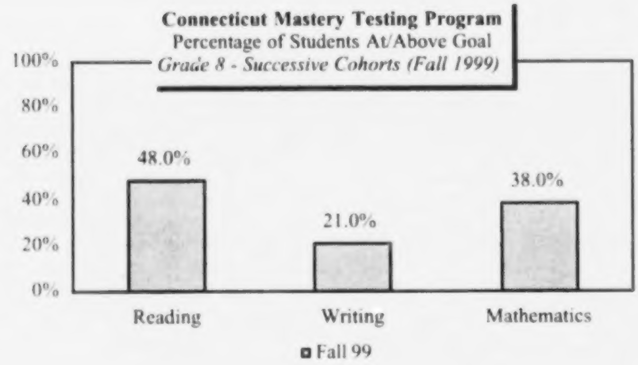
★

Achievement Gains Since Opening: Strongly Negative

WINTERGREEN STUDENT ACHIEVEMENT







Edison-Friendship Public Charter School Blow Pierce Campus

SCHOOL PROFILE (1999–2000)

725 19th St., Washington, DC 20002
(202) 544-6672

- ✓ Principal: Vonnelle Middleton
- ✓ Established in 1999
- ✓ Serving grades 6–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 778
- ✓ Instructional Staff: 97
- ✓ Student/Staff Ratio: 8/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—99.1%
  - Asian/Pacific—0.1%
  - Caucasian—0.0%
  - Hispanic—0.0%
  - Other—0.8%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—11.2%
  - Free/Reduced Lunch—83.0%

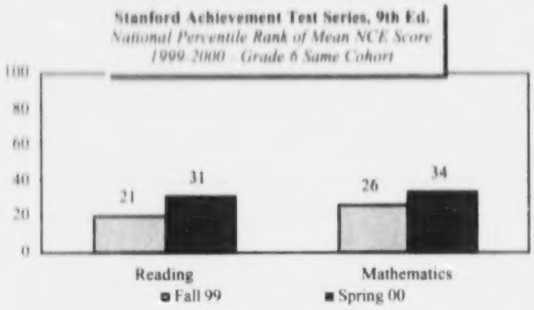
★ ★ ★ ★

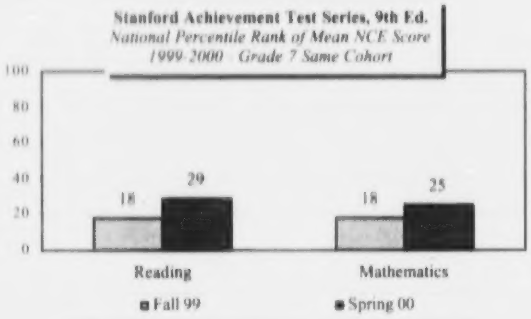
1999–2000 Achievement Gains: Positive

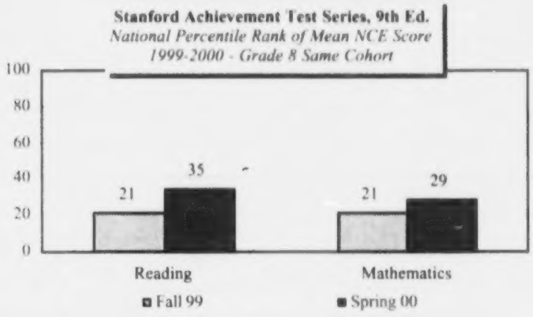
★ ★ ★ ★

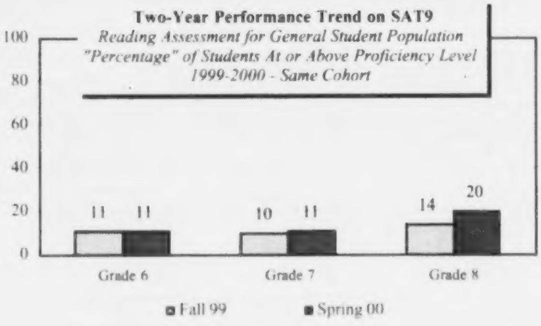
Achievement Gains Since Opening: Positive

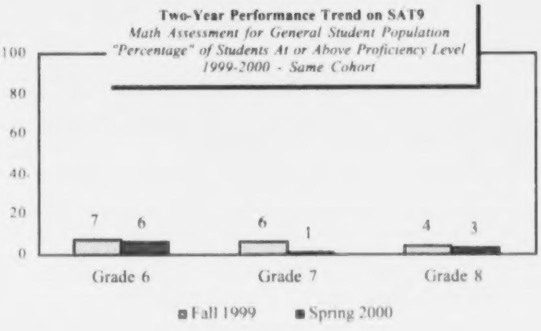
EDISON-FRIENDSHIP—BLOW PIERCE STUDENT ACHIEVEMENT











Edison-Friendship Public Charter School Chamberlain Campus

SCHOOL PROFILE (1999–2000)

1345 Potomac Ave. SE, Washington
DC 20017

(202) 547-5800

- ✓ Principal: John Pannell
- ✓ Established in 1998
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 924
- ✓ Instructional Staff: 63
- ✓ Student/Staff Ratio: 14.7/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—99.6%
  - Asian/Pacific—0.1%
  - Caucasian—0.2%
  - Hispanic—0.0%
  - Other—0.1%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—5.7%
  - Free/Reduced Lunch—72.0%

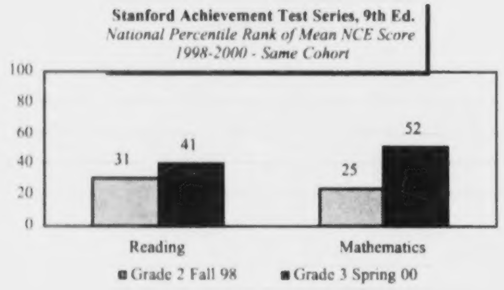
★ ★ ★ ★ ★

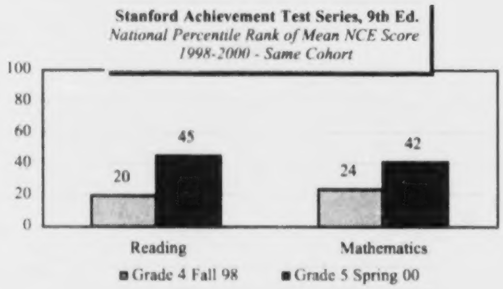
1999–2000 Achievement Gains: Strongly Positive

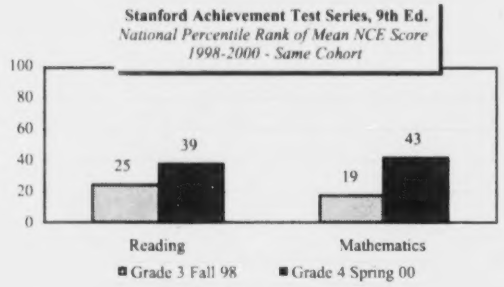
★ ★ ★ ★ ★

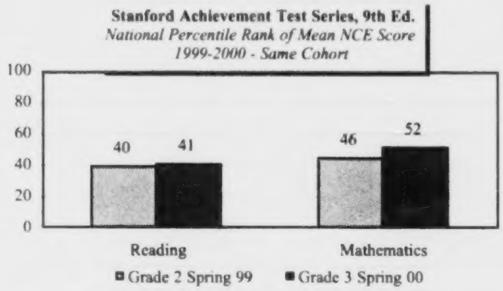
Achievement Gains Since Opening: Strongly Positive

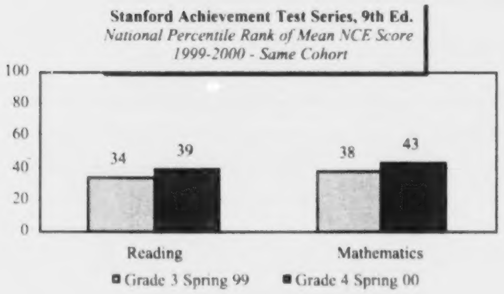
EDISON-FRIENDSHIP—CHAMBERLAIN STUDENT ACHIEVEMENT

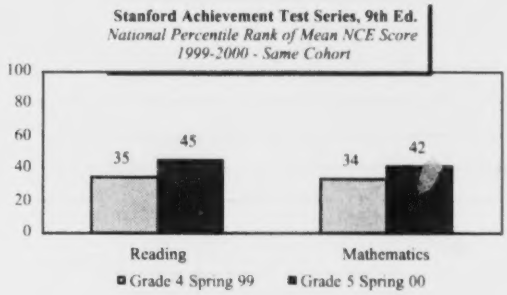

Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1998-2000 - Same Cohort

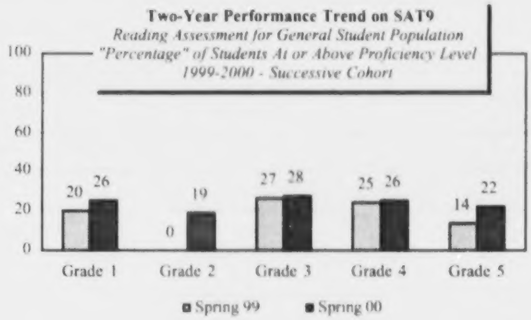

Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1998-2000 - Same Cohort

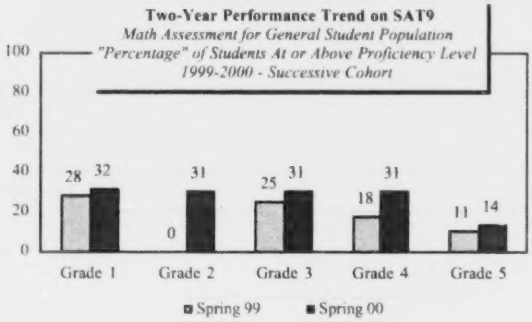

Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1998-2000 - Same Cohort


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1999-2000 - Same Cohort


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1999-2000 - Same Cohort


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1999-2000 - Same Cohort


Two-Year Performance Trend on SAT9
Reading Assessment for General Student Population
"Percentage" of Students At or Above Proficiency Level
1999-2000 - Successive Cohort


Two-Year Performance Trend on SAT9
Math Assessment for General Student Population
"Percentage" of Students At or Above Proficiency Level
1999-2000 - Successive Cohort

Edison-Friendship Public Charter School Woodridge Campus

SCHOOL PROFILE (1999–2000)

2959 Carlton Ave. NE, Washington
DC 20018

(202) 547-5800

- ✓ Principal: Clara Canty
- ✓ Established in 1998
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 386
- ✓ Instructional Staff: 50.5
- ✓ Student/Staff Ratio: 7.6/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—98.7%
  - Asian/Pacific—0.0%
  - Caucasian—0.0%
  - Hispanic—0.0%
  - Other—1.3%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—5.2%
  - Free/Reduced Lunch—64.8%

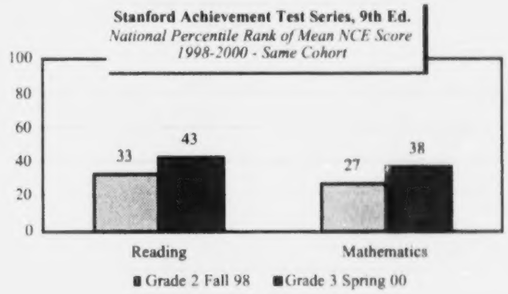
★★★★★

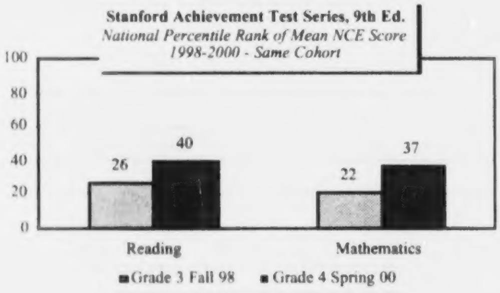
1999–2000 Achievement Gains: Strongly Positive

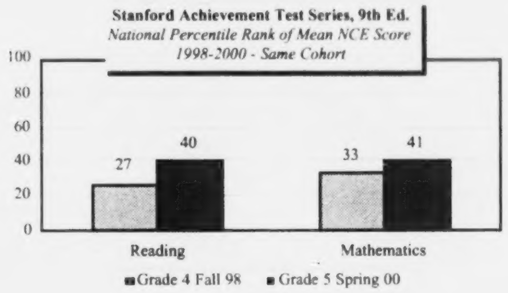
★★★★★

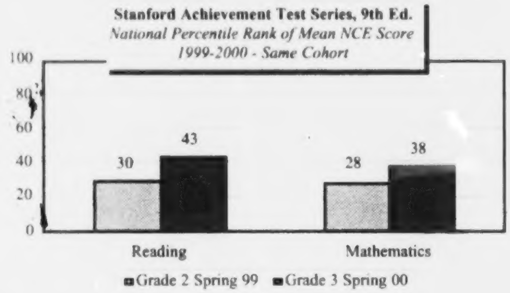
Achievement Gains Since Opening: Strongly Positive

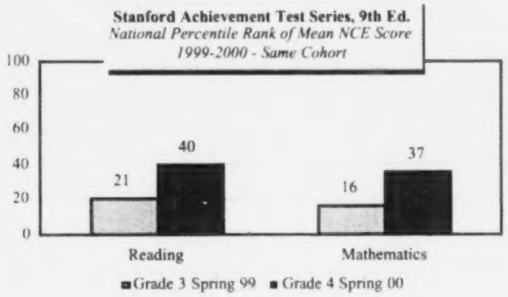
EDISON-FRIENDSHIP—WOODRIDGE STUDENT ACHIEVEMENT

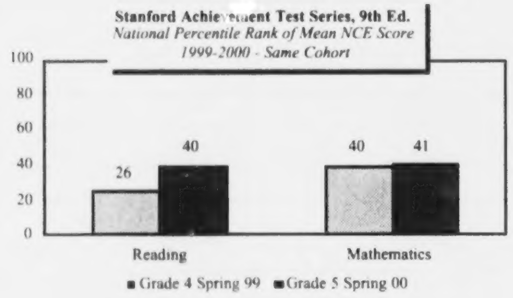

Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1998-2000 - Same Cohort

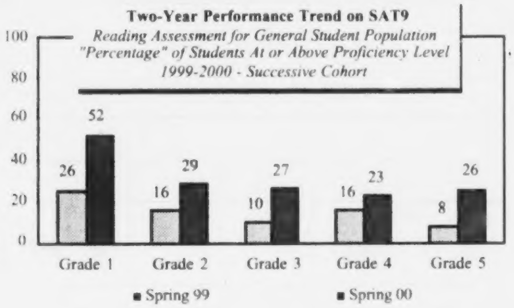

Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1998-2000 - Same Cohort

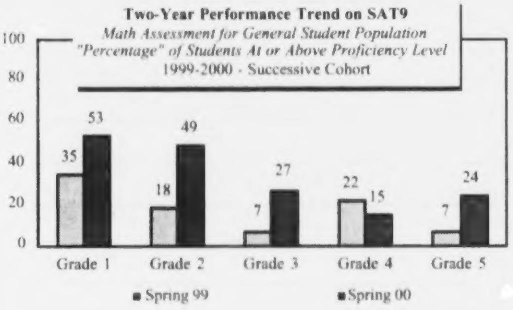

Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1998-2000 - Same Cohort


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1999-2000 - Same Cohort


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1999-2000 - Same Cohort


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
1999-2000 - Same Cohort


Two-Year Performance Trend on SAT9
Reading Assessment for General Student Population
"Percentage" of Students At or Above Proficiency Level
1999-2000 - Successive Cohort


Two-Year Performance Trend on SAT9
Math Assessment for General Student Population
"Percentage" of Students At or Above Proficiency Level
1999-2000 - Successive Cohort

Henry E. S. Reeves Elementary School

SCHOOL PROFILE (1999–2000)

2005 NW 111th St., Miami, FL 33167
(305) 953-7243

- ✓ Principal: Diane Paschal
- ✓ Established in 1996
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1,161
- ✓ Instructional Staff: 138
- ✓ Student/Staff Ratio: 8.4/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—81.5%
  - Asian/Pacific—0.1%
  - Caucasian—1.3%
  - Hispanic—17.1%
  - Other—0.1%
- ✓ Program Participation
  - ESL—11.7%
  - Special Education—4.9%
  - Free/Reduced Lunch—88.2%

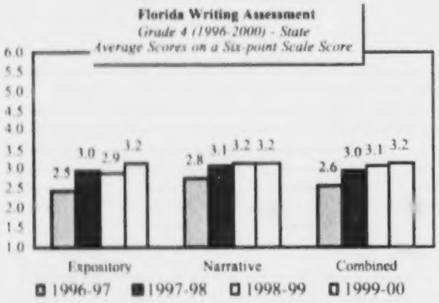
★★★★★

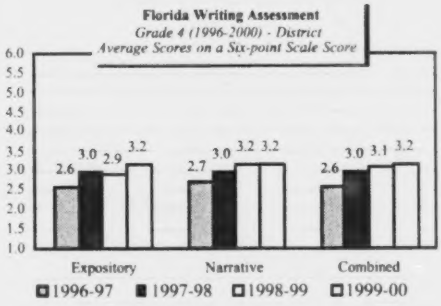
1999–2000 Achievement Gains: Strongly Positive

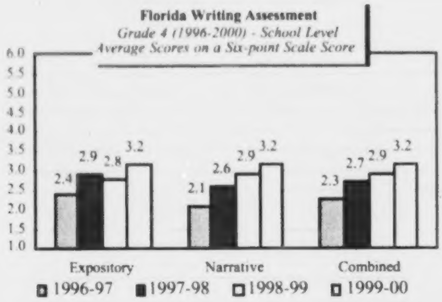
★★★★★

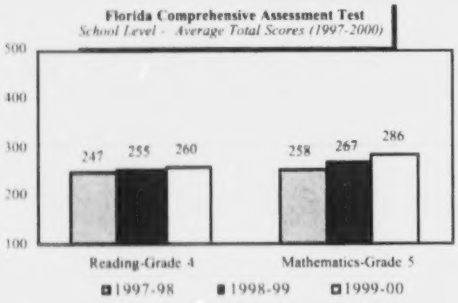
Achievement Gains Since Opening: Strongly Positive

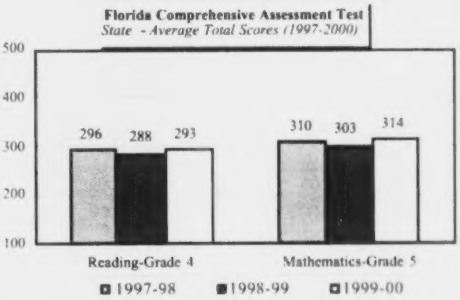
HENRY E. S. REEVES STUDENT ACHIEVEMENT

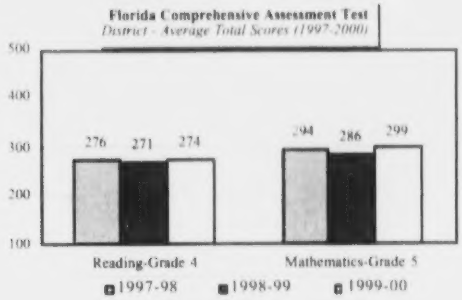


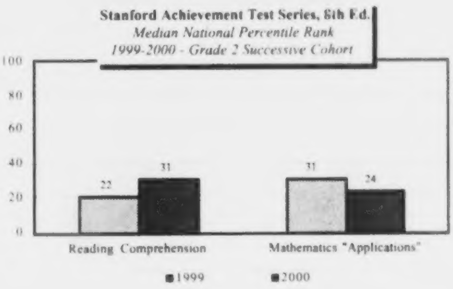












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Martin Luther King, Jr.-Edison Elementary School

SCHOOL PROFILE (1999–2000)

1307 Shurling Dr., Macon, GA 31211
(912) 751-6742
- ✓ Principal: Janet Lee
- ✓ Established in 1999
- ✓ Serving grades 3–6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 444
- ✓ Instructional Staff: 27
- ✓ Student/Staff Ratio: 16.4/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—92.1%
  - Asian/Pacific—0.0%
  - Caucasian—2.0%
  - Hispanic—0.0%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—12.4%
  - Free/Reduced Lunch—87.6%

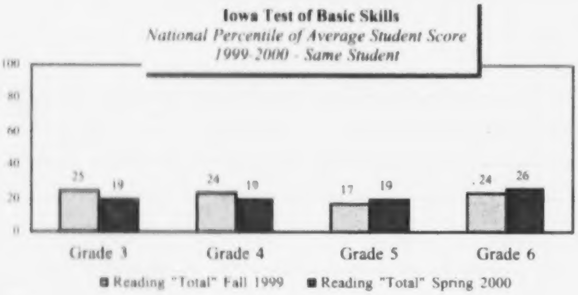
★ ★

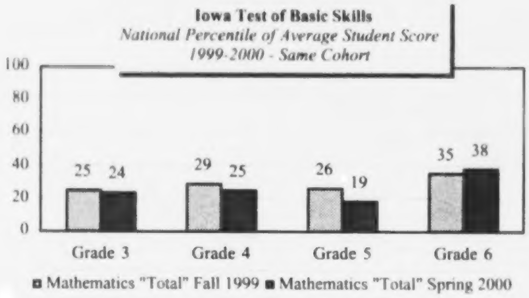
1999–2000 Achievement Gains: Negative

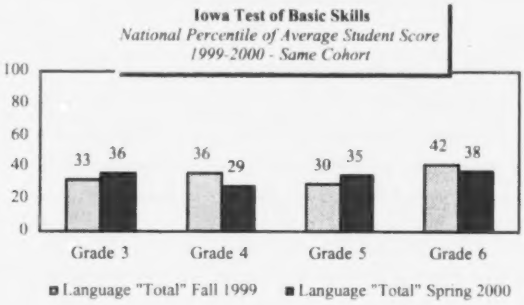
★ ★

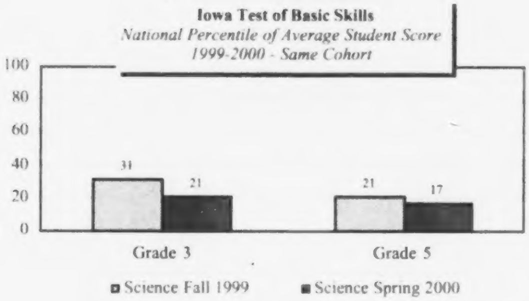
Achievement Gains Since Opening: Negative

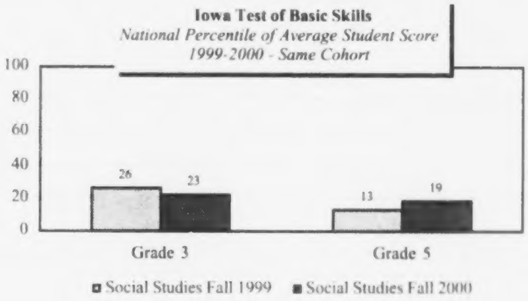
MARTIN LUTHER KING EDISON STUDENT ACHIEVEMENT











Riley-Edison Elementary School

SCHOOL PROFILE (1999–2000)

3522 Greenbriar Rd., Macon, GA 31214
(912) 751-6746

- ✓ Principal: Sharon Sellers
- ✓ Established in 1999
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 550
- ✓ Instructional Staff: 68
- ✓ Student/Staff Ratio: 8.1/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—96.9%
  - Asian/Pacific—0.0%
  - Caucasian—1.1%
  - Hispanic—0.2%
  - Other—1.8%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—4.7%
  - Free/Reduced Lunch—93.8%

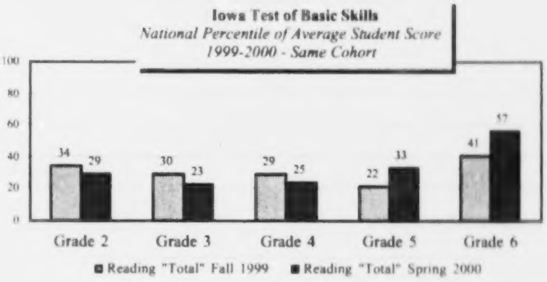
★ ★ ★ ★

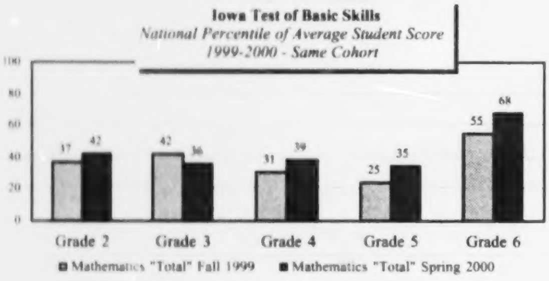
1999–2000 Achievement Gains: Positive

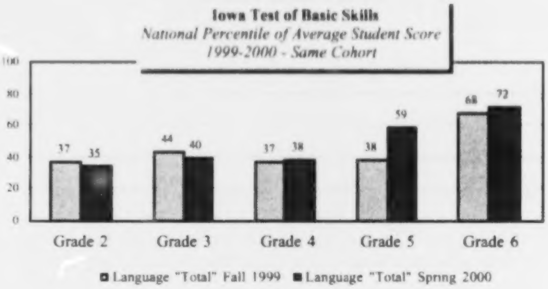
★ ★ ★ ★

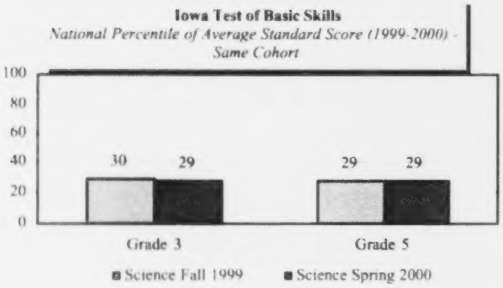
Achievement Gains Since Opening: Positive

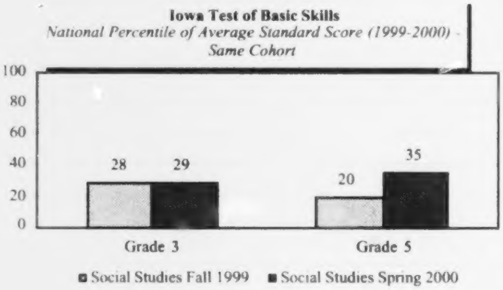
RILEY EDISON STUDENT ACHIEVEMENT


Iowa Test of Basic Skills
National Percentile of Average Student Score
1999-2000 - Same Cohort


Iowa Test of Basic Skills
National Percentile of Average Student Score
1999-2000 - Same Cohort


Iowa Test of Basic Skills
National Percentile of Average Student Score
1999-2000 - Same Cohort


Iowa Test of Basic Skills
National Percentile of Average Standard Score (1999-2000) - Same Cohort


Iowa Test of Basic Skills
National Percentile of Average Standard Score (1999-2000) - Same Cohort

Chicago International Charter School

SCHOOL PROFILE (1999–2000)

1309 W. 95th St., Chicago, IL 60643
DC 20017

(773) 238-5330

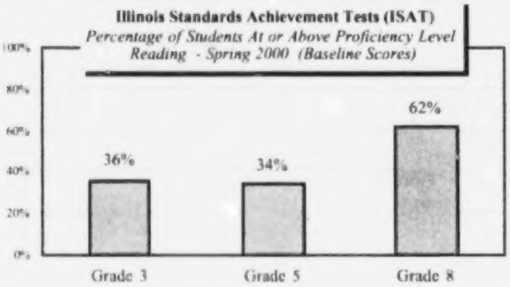
- ✓ Principal: Joe Brown
- ✓ Established in 1999
- ✓ Serving grades K–12
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1,133
- ✓ Instructional Staff: 131
- ✓ Student/Staff Ratio: 8.6/1

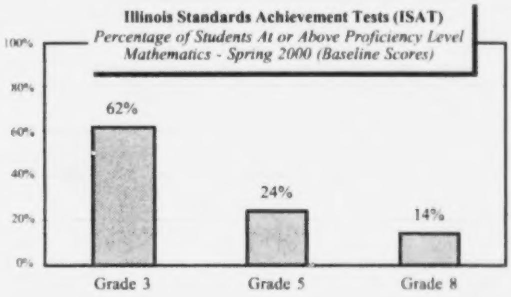
STUDENT PROFILE (1999–2000)

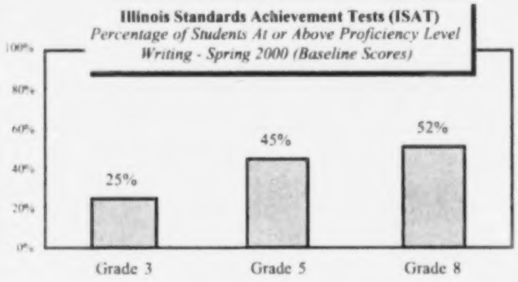
- ✓ Ethnicity:
  - African American—99.4%
  - Asian/Pacific—0.0%
  - Caucasian—0.0%
  - Hispanic—0.6%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—7.9%
  - Free/Reduced Lunch—75.9%

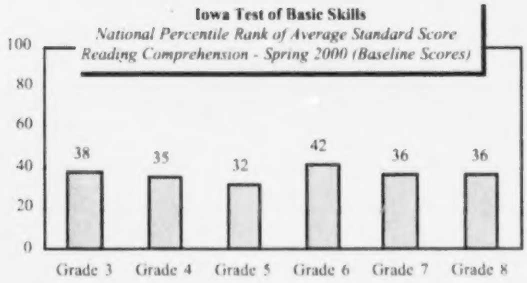
Achievement Gains: Baseline Data Only

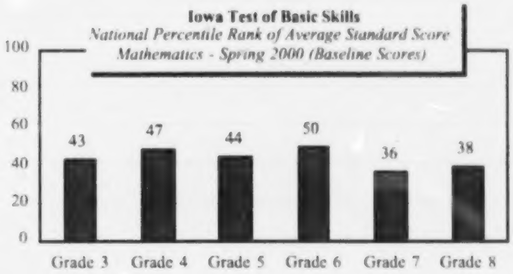
CHICAGO INTERNATIONAL STUDENT ACHIEVEMENT











Franklin-Edison School

SCHOOL PROFILE (1999–2000)

807 W. Columbia Terrace, Peoria,
IL 61615

(309) 672-6510

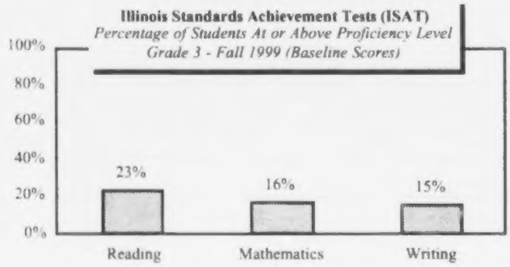
- ✓ Principal: Valda Shipp
- ✓ Established in 1999
- ✓ Serving grades K–4
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 659
- ✓ Instructional Staff: 93
- ✓ Student/Staff Ratio: 7.1/1

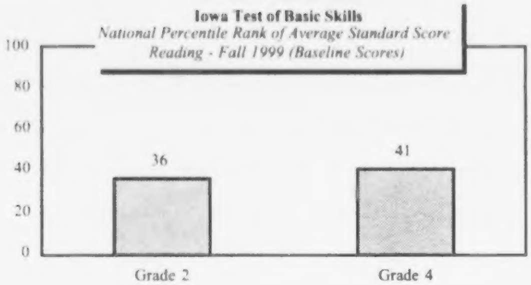
STUDENT PROFILE (1999–2000)

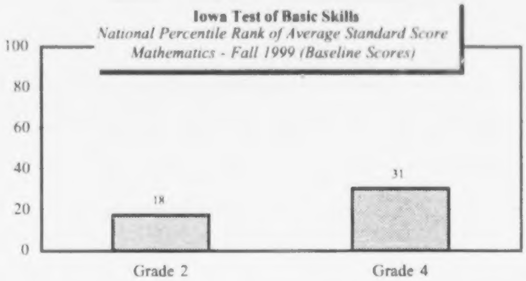
- ✓ Ethnicity:
  - African American—77.4%
  - Asian/Pacific—0.8%
  - Caucasian—20.0%
  - Hispanic—1.8%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—21.2%
  - Free/Reduced Lunch—86.5%

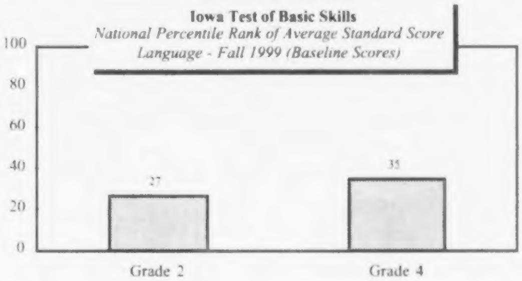
Achievement Gains: Baseline Data Only

FRANKLIN-EDISON STUDENT ACHIEVEMENT









Northmoor-Edison School

SCHOOL PROFILE (1999–2000)

1819 W. Northmoor Rd., Peoria,
IL 61615

(202) 547-5800

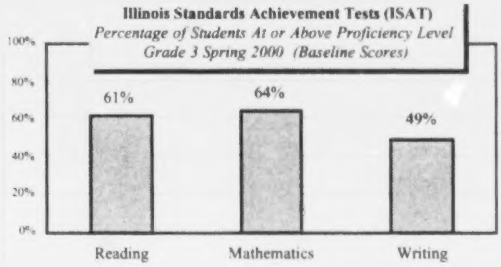
- ✓ Principal: Ginger Abel
- ✓ Established in 1999
- ✓ Serving grades K–4
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 424
- ✓ Instructional Staff: 40
- ✓ Student/Staff Ratio: 10.6/1

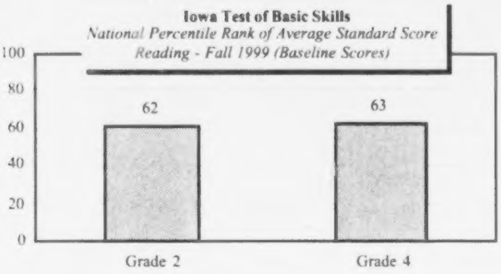
STUDENT PROFILE (1999–2000)

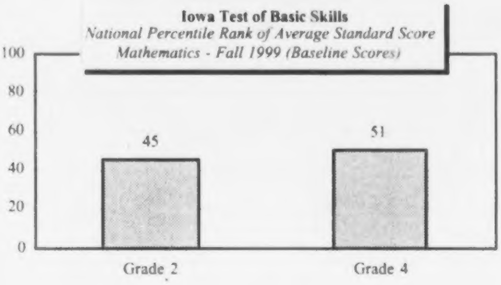
- ✓ Ethnicity:
  - African American—30.9%
  - Asian/Pacific—4.7%
  - Caucasian—62.0%
  - Hispanic—2.1%
  - Other—0.2%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—10.6%
  - Free/Reduced Lunch—24.1%

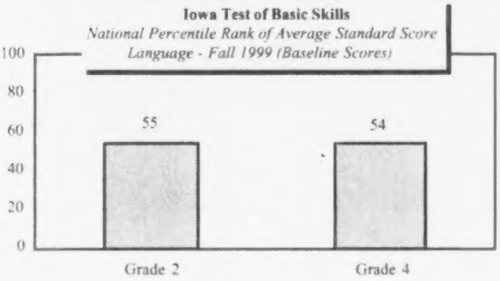
Achievement Gains: Baseline Data Only

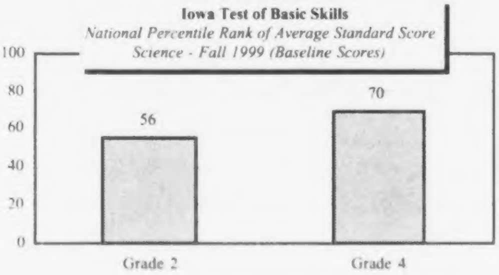
NORTHMOOR-EDISON STUDENT ACHIEVEMENT

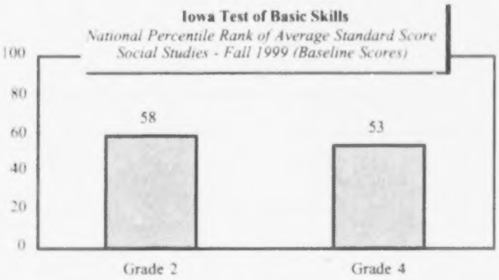












Jefferson-Edison Elementary School

SCHOOL PROFILE (1999–2000)

1027 Marquette St., Davenport, IA 52804
(319) 942-6679

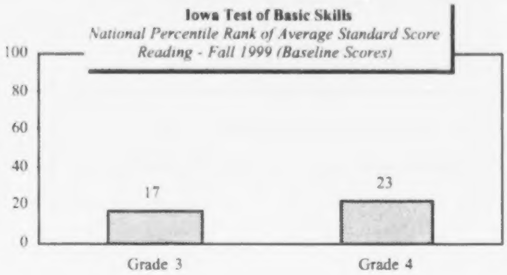
- ✓ Principal: Bob McGarry
- ✓ Established in 1999
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 497
- ✓ Instructional Staff: 52
- ✓ Student/Staff Ratio: 9.6/1

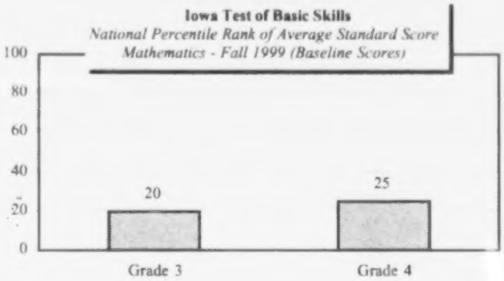
STUDENT PROFILE (1999–2000)

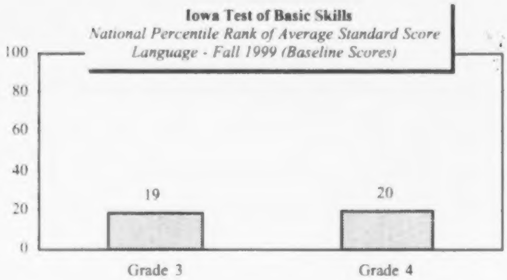
- ✓ Ethnicity:
  - African American—41.9%
  - Asian/Pacific—0.6%
  - Caucasian—29.8%
  - Hispanic—26.2%
  - Other—1.6%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—10.5%
  - Free/Reduced Lunch—93.0%

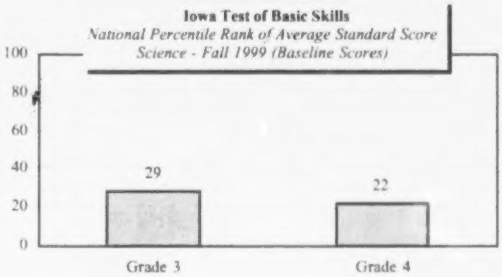
Achievement Gains: Baseline Data Only

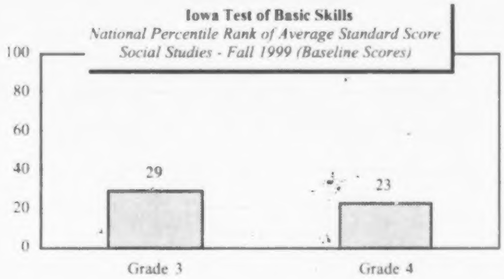
JEFFERSON-EDISON STUDENT ACHIEVEMENT


Iowa Test of Basic Skills
National Percentile Rank of Average Standard Score
Reading - Fall 1999 (Baseline Scores)


Iowa Test of Basic Skills
National Percentile Rank of Average Standard Score
Mathematics - Fall 1999 (Baseline Scores)


Iowa Test of Basic Skills
National Percentile Rank of Average Standard Score
Language - Fall 1999 (Baseline Scores)


Iowa Test of Basic Skills
National Percentile Rank of Average Standard Score
Science - Fall 1999 (Baseline Scores)


Iowa Test of Basic Skills
National Percentile Rank of Average Standard Score
Social Studies - Fall 1999 (Baseline Scores)

Dodge-Edison Elementary School

SCHOOL PROFILE (1999–2000)

4801 West 2nd St., Wichita, KS 67212
(316) 942-6679

- ✓ Principal: Dan Loon
- ✓ Established in 1995
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 626
- ✓ Instructional Staff: 44
- ✓ Student/Staff Ratio: 14.2/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—21.9%
  - Asian/Pacific—2.1%
  - Caucasian—61.5%
  - Hispanic—10.2%
  - Other—4.3%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—6.2%
  - Free/Reduced Lunch—58.8%

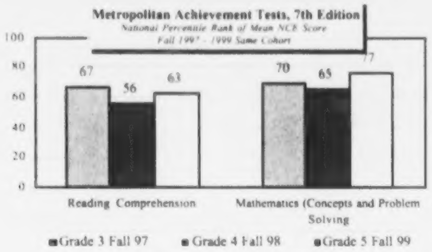
★ ★ ★ ★ ★

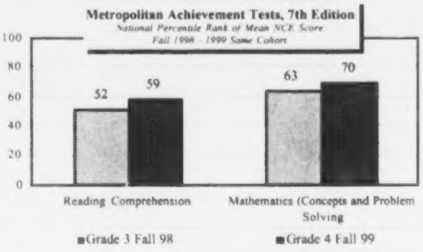
1999–2000 Achievement Gains: Strongly Positive

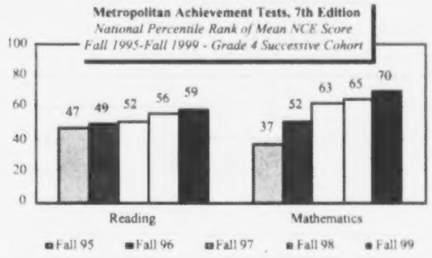
★ ★ ★ ★ ★

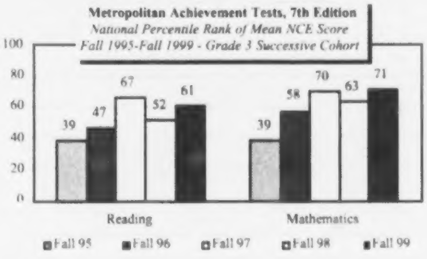
Achievement Gains Since Opening: Strongly Positive

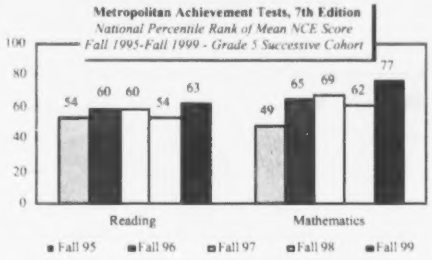
DODGE-EDISON STUDENT ACHIEVEMENT

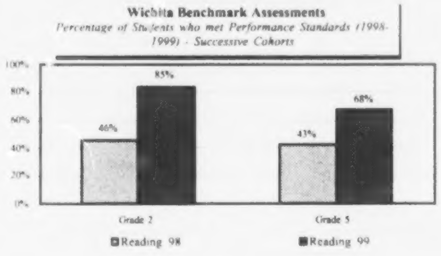


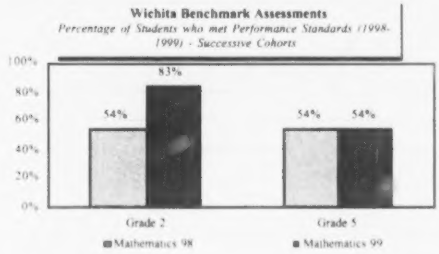


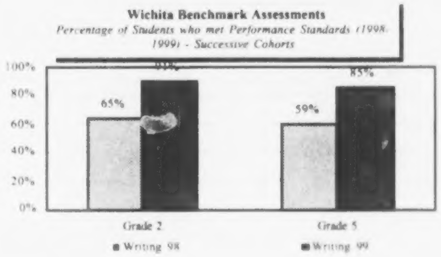


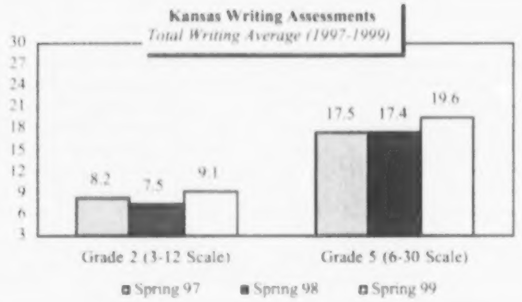


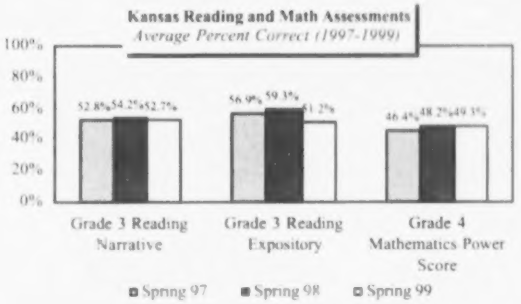












Edison-Ingalls Partnership School

SCHOOL PROFILE (1999–2000)

2316 E. 10th St., Wichita, KS 67214
(316) 262-5300

- ✓ Principal: Stephanie Hollimon
- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 666
- ✓ Instructional Staff: 46
- ✓ Student/Staff Ratio: 14.5/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—86.2%
  - Asian/Pacific—2.7%
  - Caucasian—6.8%
  - Hispanic—3.6%
  - Other—0.81%
- ✓ Program Participation
  - ESL—5.8%
  - Special Education—4.7%
  - Free/Reduced Lunch—81.2%

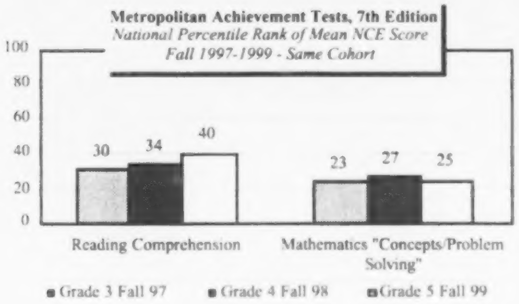
★ ★ ★ ★

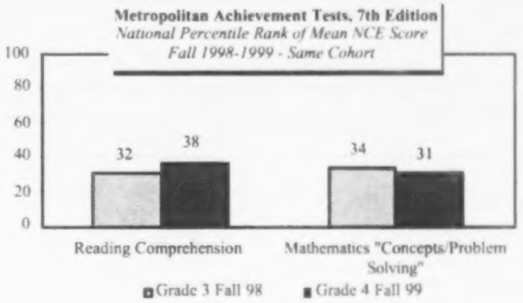
1999–2000 Achievement Gains: Positive

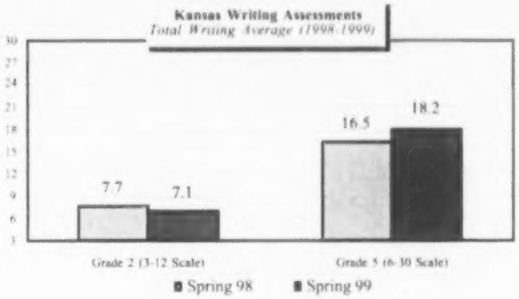
★ ★ ★ ★ ★

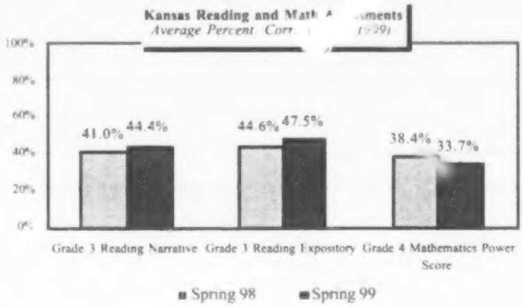
Achievement Gains Since Opening: Strongly Positive

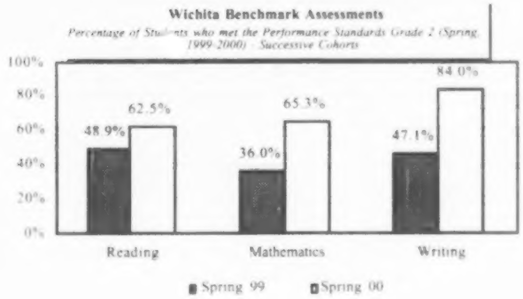
EDISON-INGALLS STUDENT ACHIEVEMENT

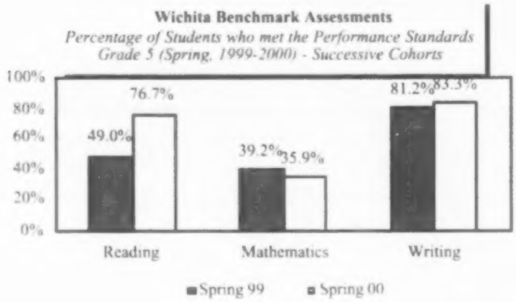

Metropolitan Achievement Tests, 7th Edition
National Percentile Rank of Mean NCE Score
Fall 1997-1999 - Same Cohort


Metropolitan Achievement Tests, 7th Edition
National Percentile Rank of Mean NCE Score
Fall 1998-1999 - Same Cohort


Kansas Writing Assessments
Total Writing Average (1998-1999)


Kansas Reading and Math [illegible]sments
Average Percent Corr [illegible] 99)


Wichita Benchmark Assessments
Percentage of Students who met the Performance Standards Grade 2 (Spring, 1999-2000) - Successive Cohorts


Wichita Benchmark Assessments
Percentage of Students who met the Performance Standards Grade 5 (Spring, 1999-2000) - Successive Cohorts

Edison-Isely Partnership School

SCHOOL PROFILE (1999–2000)

2500 E. 18th St., Wichita, KS 67214
(316) 691-1150

- ✓ Principal: David DeBerry
- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 274
- ✓ Instructional Staff: 23
- ✓ Student/Staff Ratio: 11.9/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—88.7%
  - Asian/Pacific—0.4%
  - Caucasian—6.6%
  - Hispanic—2.9%
  - Other—1.5%
- ✓ Program Participation
  - ESL—0.01%
  - Special Education—6.2%
  - Free/Reduced Lunch—81.4%

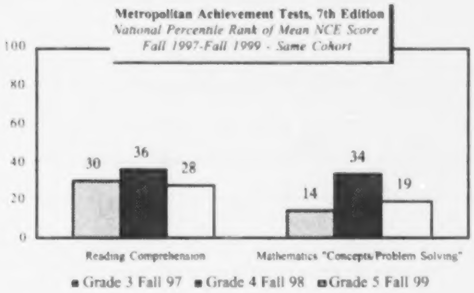
★ ★

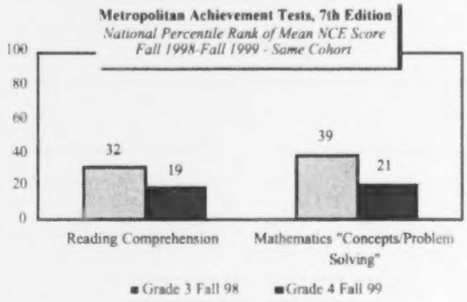
1999–2000 Achievement Gains: Strongly Negative

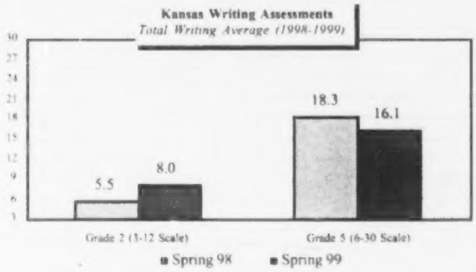
★ ★ ★ ★

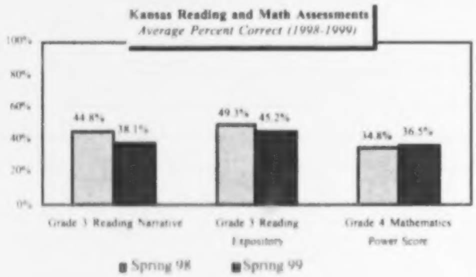
Achievement Gains Since Opening: Positive

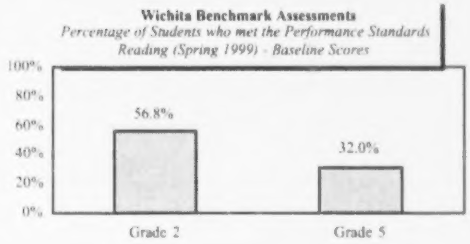
EDISON-ISELY STUDENT ACHIEVEMENT

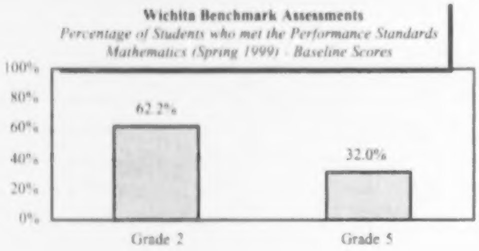


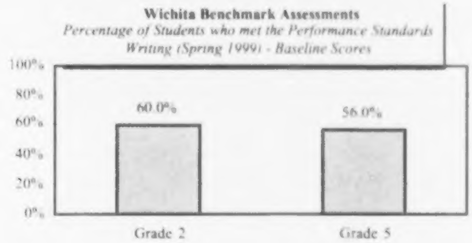












Note: Preliminary Wichita Benchmark Assessment results for Spring 2000 show major gains in grade 5 and a mixture of gains and losses in grade 2. For this reason, together with Fall '99 MAT scores, the school rates two stars.

Jardine-Edison Junior Academy

SCHOOL PROFILE (1999–2000)

3550 Ross Pkwy., Wichita, KS 67210
(316) 682-7775

- ✓ Principal: Raul Font
- ✓ Established in 1996
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 822
- ✓ Instructional Staff: 55
- ✓ Student/Staff Ratio: 14.9/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—36.6%
  - Asian/Pacific—11.3%
  - Caucasian—32.5%
  - Hispanic—17.5%
  - Other—2.1%
- ✓ Program Participation
  - ESL—11.9%
  - Special Education—10.2%
  - Free/Reduced Lunch—74.1%

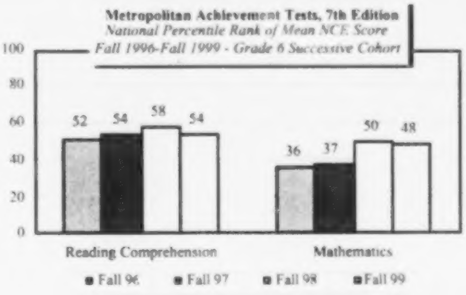
★ ★

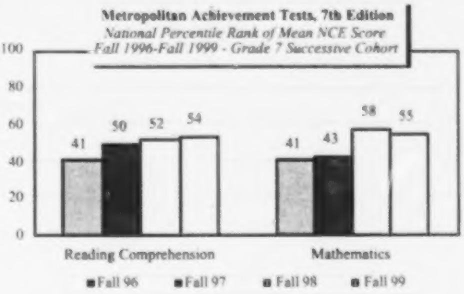
1999–2000 Achievement Gains: Negative

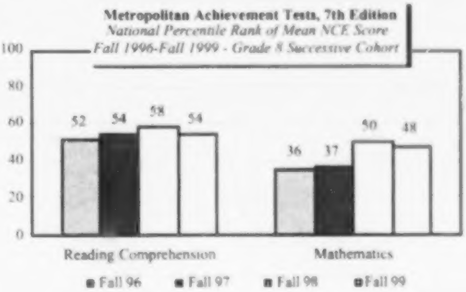
★ ★ ★ ★ ★

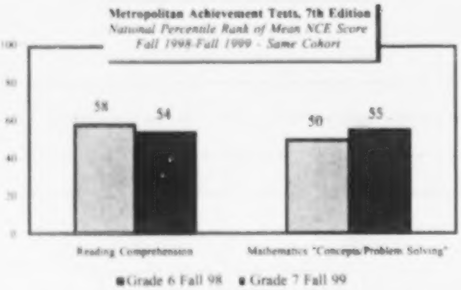
Achievement Gains Since Opening: Strongly Positive

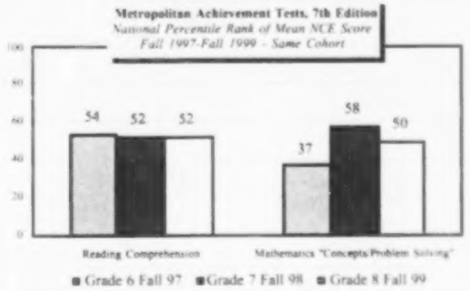
JARDINE-EDISON STUDENT ACHIEVEMENT

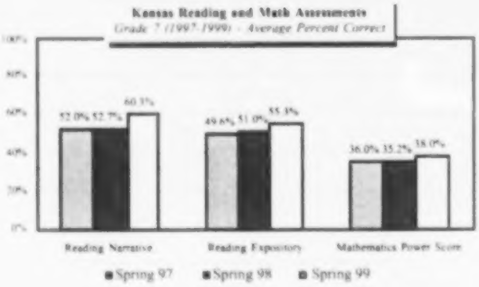


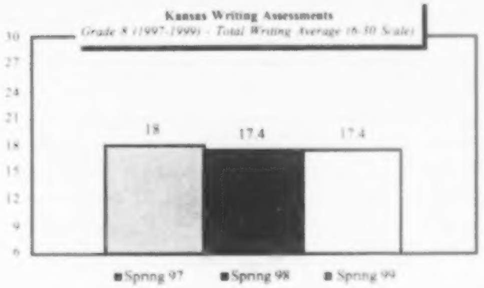


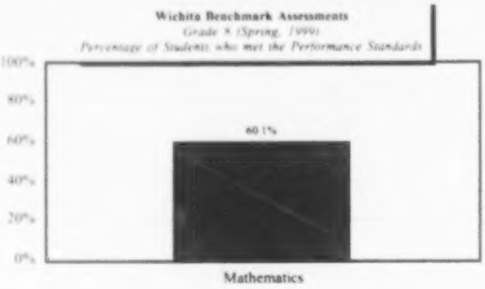












Boston Renaissance Charter School

SCHOOL PROFILE (1997–98)

250 Stuart St., Boston, MA 02116
(617) 357-0900

- ✓ Principal: Roger Harris
- ✓ Established in 1995
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 1,142
- ✓ Instructional Staff: 99
- ✓ Student/Staff Ratio: 11.5/1

STUDENT PROFILE (1997–98)

- ✓ Ethnicity:
  - African American—75.7%
  - Asian/Pacific—0.9%
  - Caucasian—9.1%
  - Hispanic—13.6%
  - Other—0.7%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—7.3%
  - Free/Reduced Lunch—53.2%

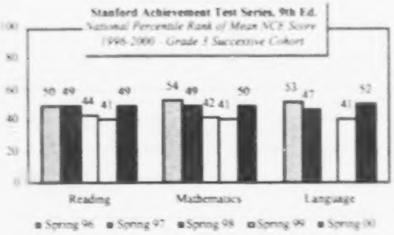
★ ★ ★ ★ ★

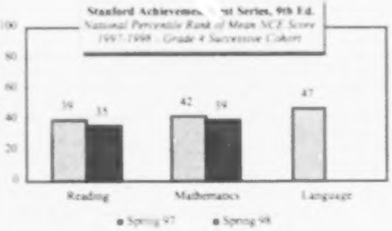
1999–2000 Achievement Gains: Strongly Positive

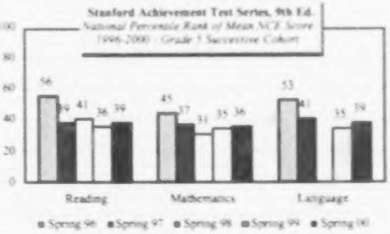
★ ★ ★ ★

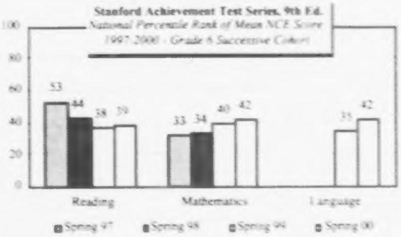
Achievement Gains Since Opening: Positive

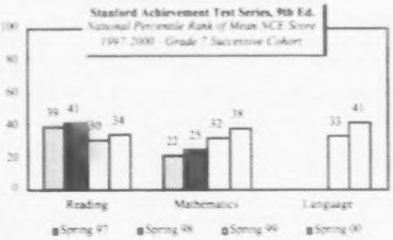
BOSTON RENAISSANCE STUDENT ACHIEVEMENT

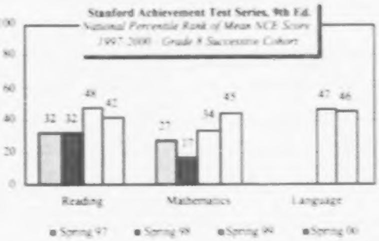


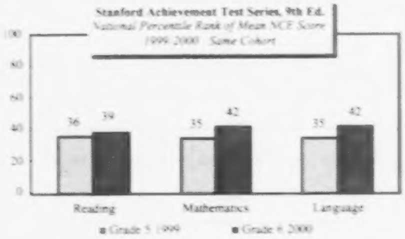


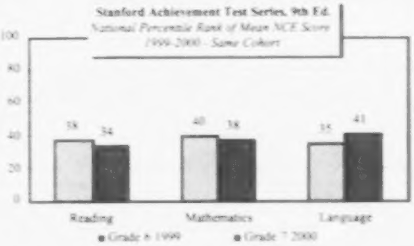


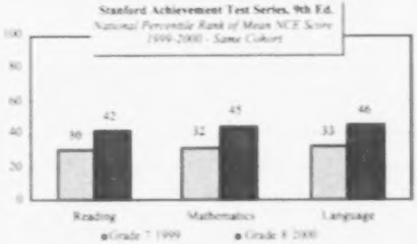


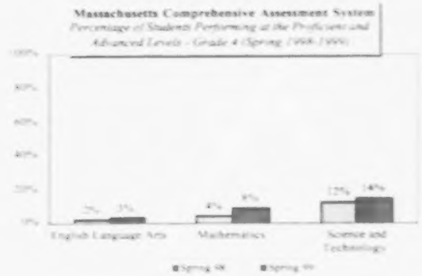


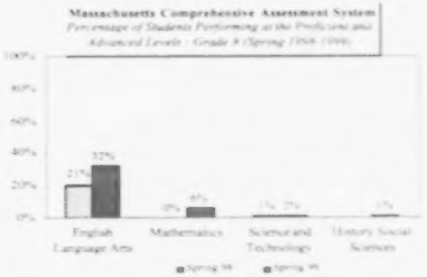












Seven Hills Charter School

SCHOOL PROFILE (1999–2000)

51 Gage St., Worcester, MA 01605
(508) 799-7500

- ✓ Principal: Bob Martin
- ✓ Established in 1996
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 663
- ✓ Instructional Staff: 101
- ✓ Student/Staff Ratio: 6.6/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—16.7%
  - Asian/Pacific—0.8%
  - Caucasian—55.5%
  - Hispanic—25.8%
  - Other—1.2%
- ✓ Program Participation
  - ESL—4.1%
  - Special Education—17.0%
  - Free/Reduced Lunch—52.3%

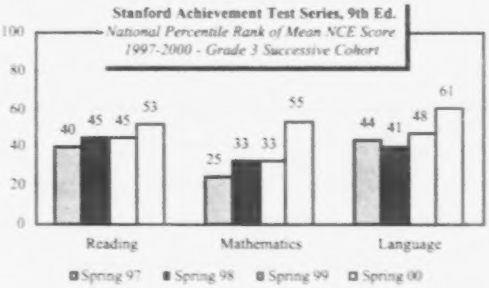
★ ★ ★

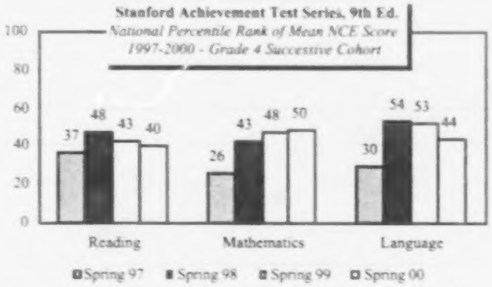
1999–2000 Achievement Gains: Mixed

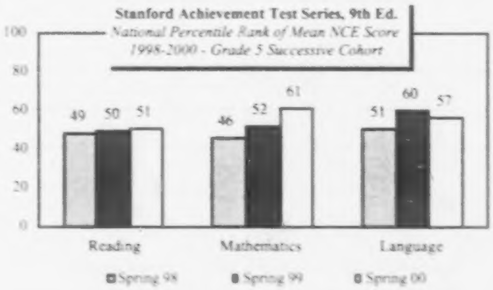
★ ★ ★

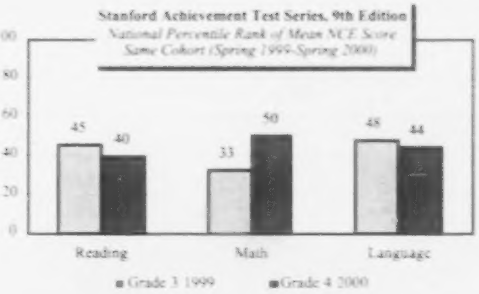
Achievement Gains Since Opening: Mixed

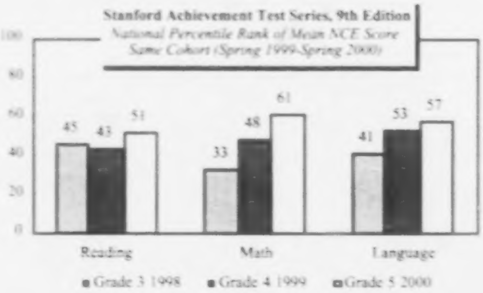
SEVEN HILLS STUDENT ACHIEVEMENT

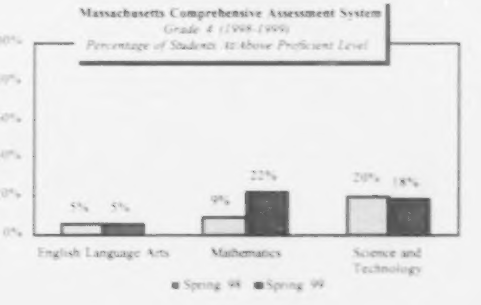


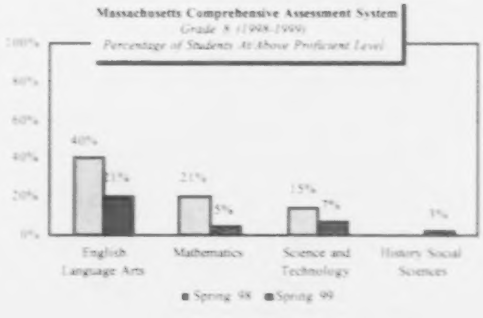












Detroit Academy of Arts and Sciences

SCHOOL PROFILE (1999–2000)

2985 East Jefferson, Detroit, MI 48207
(313) 259-1744

- ✓ Principal: Deborah Winston
- ✓ Established in 1997
- ✓ Serving grades K–6
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 845
- ✓ Instructional Staff: 90
- ✓ Student/Staff Ratio: 9.4/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—98.5%
  - Asian/Pacific—0.0%
  - Caucasian—0.2%
  - Hispanic—0.0%
  - Other—0.7%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—3.9%
  - Free/Reduced Lunch—65.9%

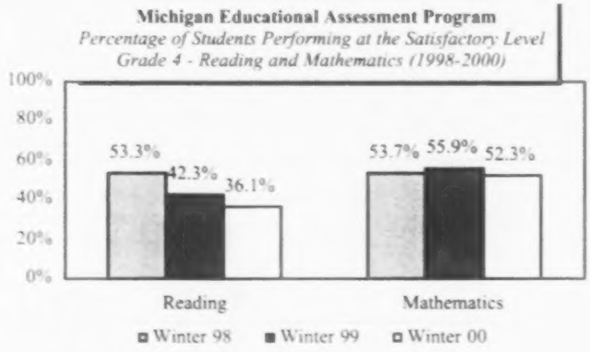
★ ★ ★ ★

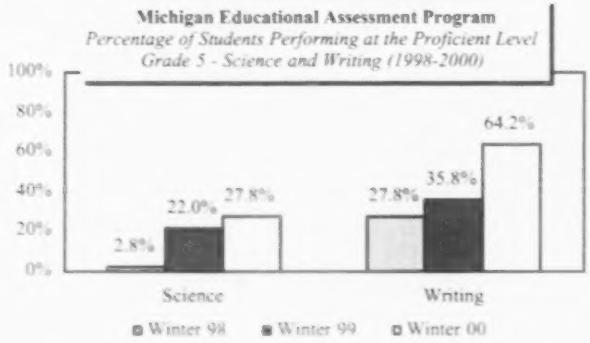
1999–2000 Achievement Gains: Positive

★ ★ ★ ★

Achievement Gains Since Opening: Positive

DETROIT ACADEMY STUDENT ACHIEVEMENT


Michigan Educational Assessment Program
Percentage of Students Performing at the Satisfactory Level
Grade 4 - Reading and Mathematics (1998-2000)


Michigan Educational Assessment Program
Percentage of Students Performing at the Proficient Level
Grade 5 - Science and Writing (1998-2000)

Detroit-Edison Public School Academy

SCHOOL PROFILE (1999–2000)

950 Seldon St., Detroit, MI 48201
(313) 833-1100

- ✓ Principal: Kimberly Motley
- ✓ Established in 1998
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 1,107
- ✓ Instructional Staff: 58
- ✓ Student/Staff Ratio: 19.1/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—98.9%
  - Asian/Pacific—0.0%
  - Caucasian—0.4%
  - Hispanic—0.0%
  - Other—0.7%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—1.5%
  - Free/Reduced Lunch—29.0%

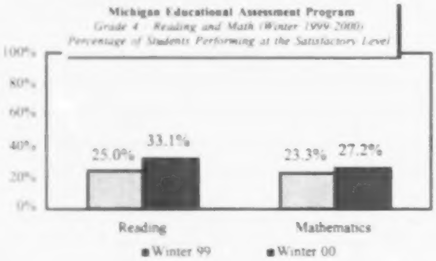
★ ★ ★ ★ ★

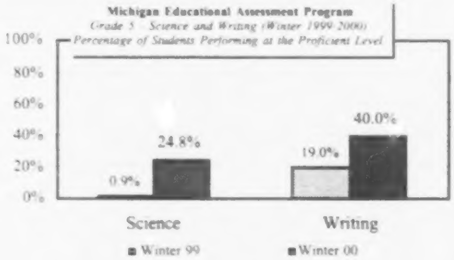
1999–2000 Achievement Gains: Strongly Positive

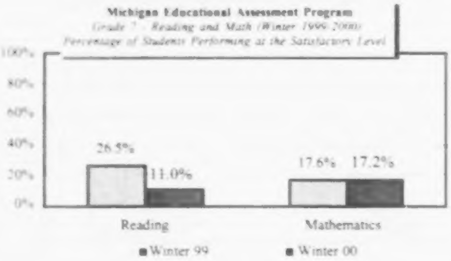
★ ★ ★ ★ ★

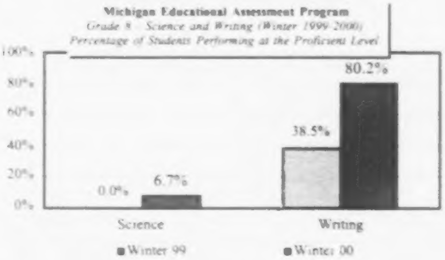
Achievement Gains Since Opening: Strongly Positive

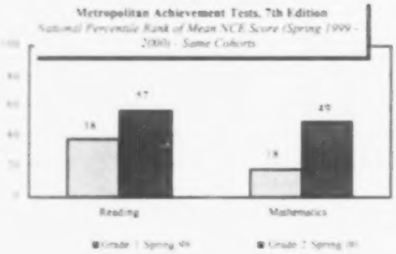
DETROIT-EDISON STUDENT ACHIEVEMENT

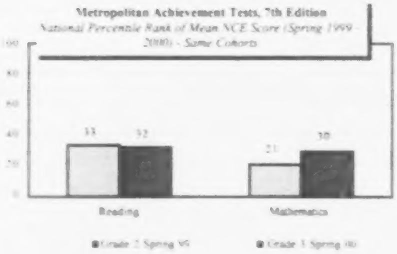


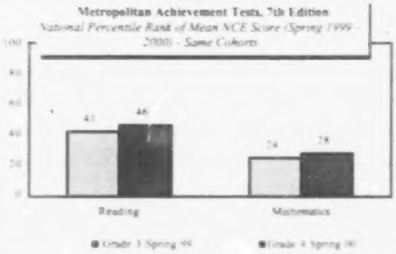


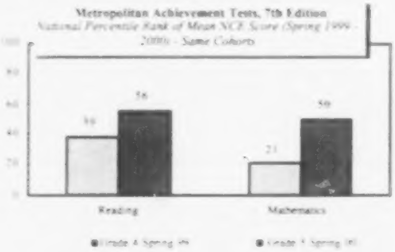


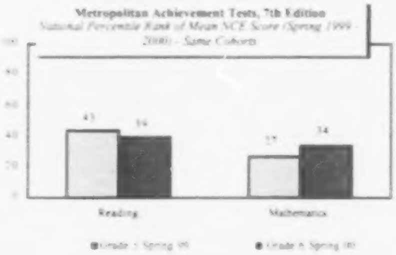


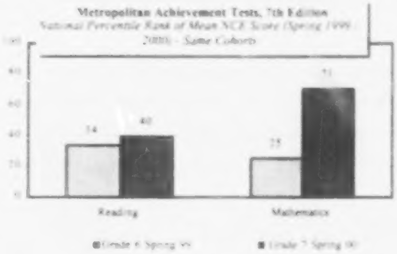


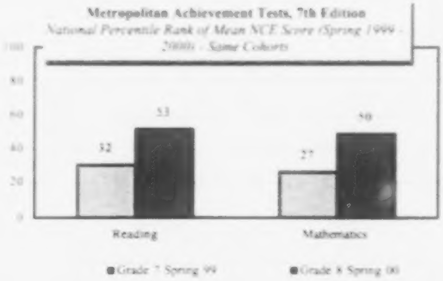












Dr. Martin Luther King, Jr. Academies

SCHOOL PROFILE (1999–2000)

11 Grand Ave., Mt. Clemens, MI 48043
(810) 469-6100

- ✓ Principal: Katherine Zuzula
- ✓ Established in 1995
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 863
- ✓ Instructional Staff: 110
- ✓ Student/Staff Ratio: 7.8/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—39.3%
  - Asian/Pacific—0.6%
  - Caucasian—47.7%
  - Hispanic—1.4%
  - Other—11.4%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—8.8%
  - Free/Reduced Lunch—45.5%

★ ★ ★ ★ ★

1999–2000 Achievement Gains: Strongly Positive

★ ★ ★ ★ ★

Achievement Gains Since Opening: Strongly Positive

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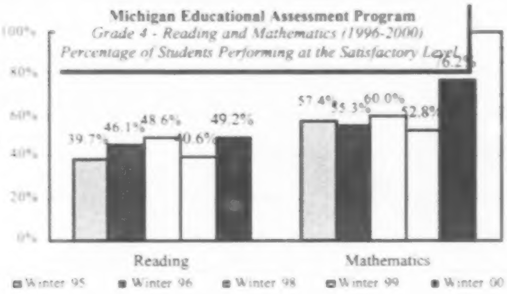
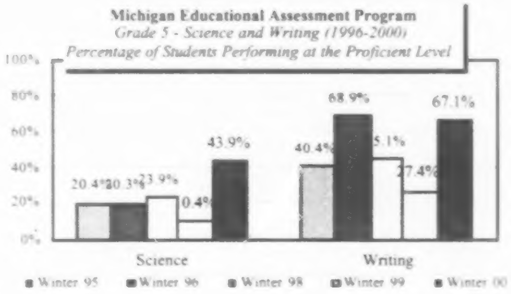
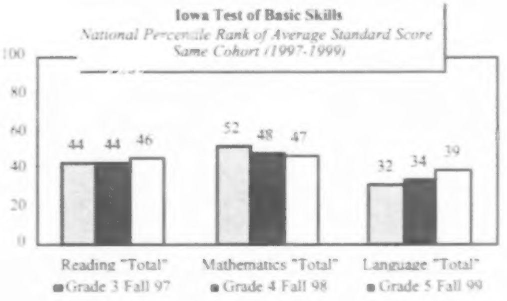
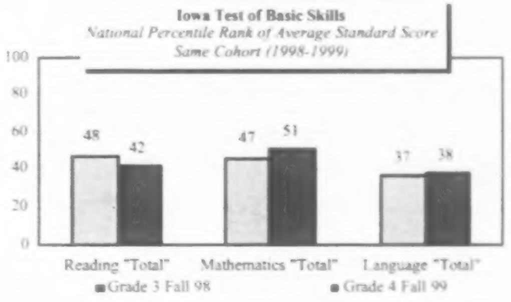
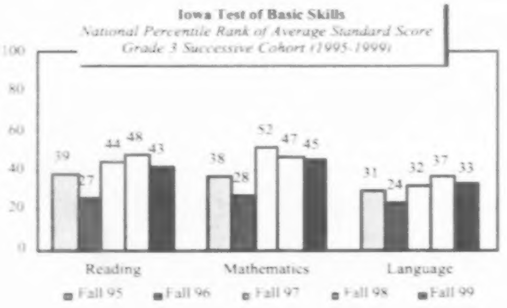
DR. MARTIN LUTHER KING, JR. STUDENT ACHIEVEMENT

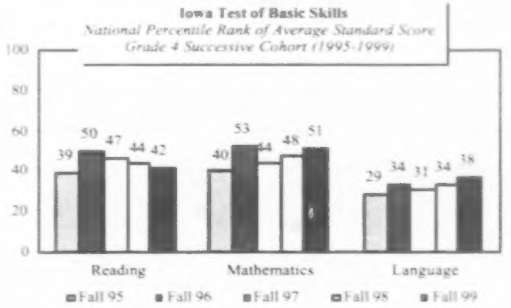


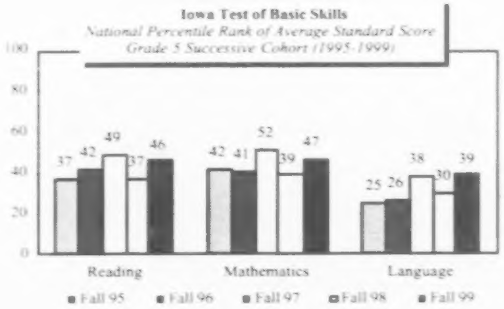












Edison-Oakland Public School Academy

SCHOOL PROFILE (1999–2000)

26711 N. Woodward Ave., Huntington
Woods, MI 48070

(248) 582-8191

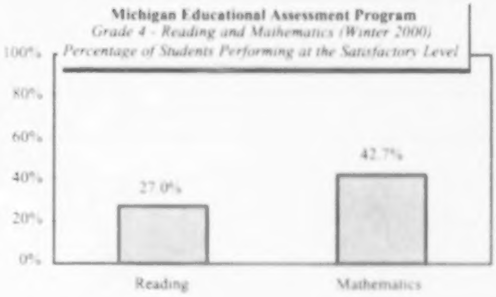
- ✓ Principal: Jodie Smith
- ✓ Established in 1999
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 830
- ✓ Instructional Staff: 100
- ✓ Student/Staff Ratio: 8.3/1

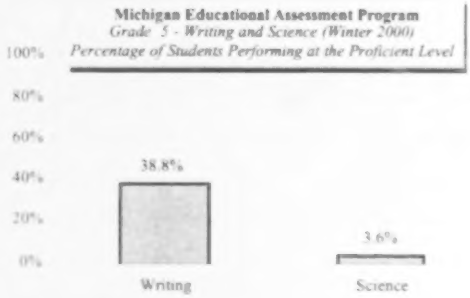
STUDENT PROFILE (1999–2000)

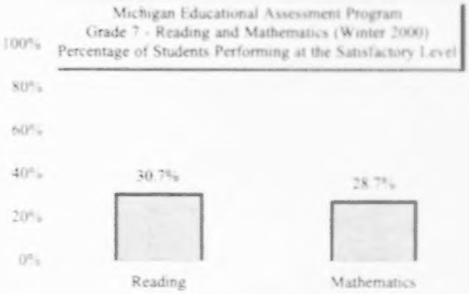
- ✓ Ethnicity:
  - African American—82.5%
  - Asian/Pacific—0.6%
  - Caucasian—14.2%
  - Hispanic—0.4%
  - Other—2.3%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—1.9%
  - Free/Reduced Lunch—33.3%

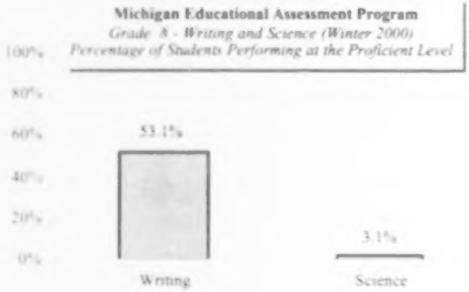
Achievement Gains: Baseline Data Only

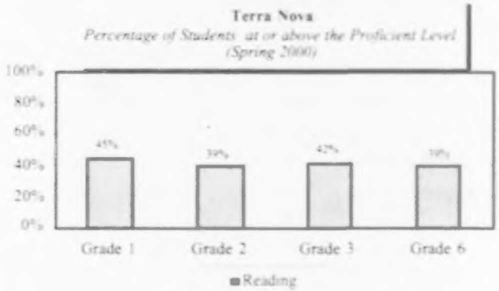
EDISON-OAKLAND STUDENT ACHIEVEMENT

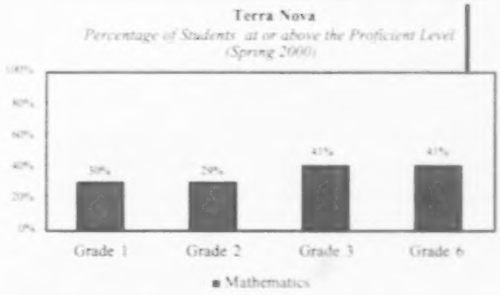


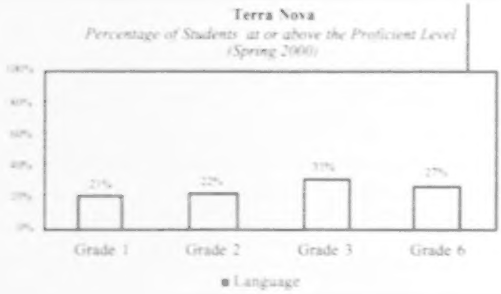












Edison-Perdue Academy

SCHOOL PROFILE (1999–2000)

25 South Sanford, Pontiac, MI 48342
(202) 547-5800

- ✓ Principal: Robert Lang
- ✓ Established in 1998
- ✓ Serving grades K–7
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1,212
- ✓ Instructional Staff: 147
- ✓ Student/Staff Ratio: 8.2/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—89.5%
  - Asian/Pacific—0.2%
  - Caucasian—5.6%
  - Hispanic—3.0%
  - Other—1.6%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—3.5%
  - Free/Reduced Lunch—55.4%

★★★★★

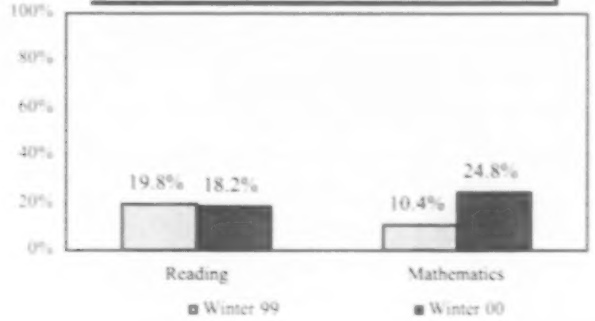
1999–2000 Achievement Gains: Strongly Positive

★★★★★

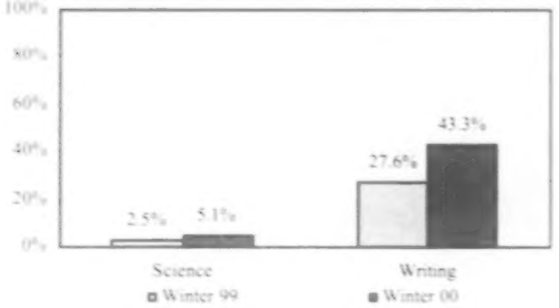
Achievement Gains Since Opening: Strongly Positive

EDISON-PERDUE STUDENT ACHIEVEMENT

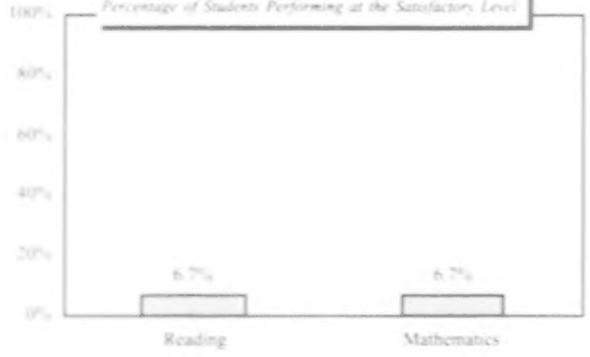
Michigan Educational Assessment Program
Grade 4 - Reading and Mathematics (Winter 1999-00)
Percentage of Students Performing at the Satisfactory Level



Michigan Educational Assessment Program
Grade 5 - Science and Writing (Winter 1999-00)
Percentage of Students Performing at the Proficient Level



Michigan Educational Assessment Program
Grade 7 - Reading and Mathematics (Winter 2000)
Percentage of Students Performing at the Satisfactory Level



Flint Northwest Community High School

SCHOOL PROFILE (1999–2000)

G2138 Carpenter Rd., Flint, MI 48507
(810) 760-7161

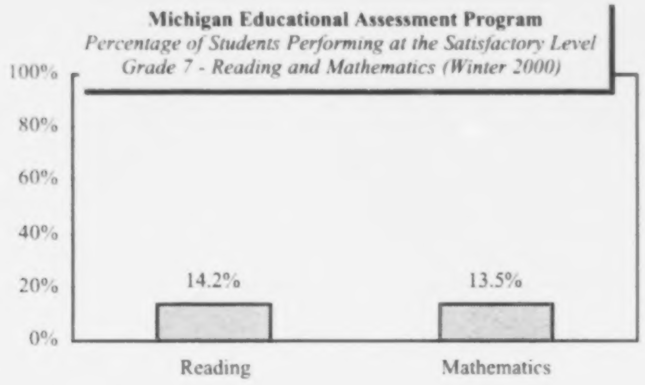
- ✓ Principal: Eyalstine Green-Roberts
- ✓ Established in 1999
- ✓ Serving grades 6–10
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 839
- ✓ Instructional Staff: 71
- ✓ Student/Staff Ratio: 11.8/1

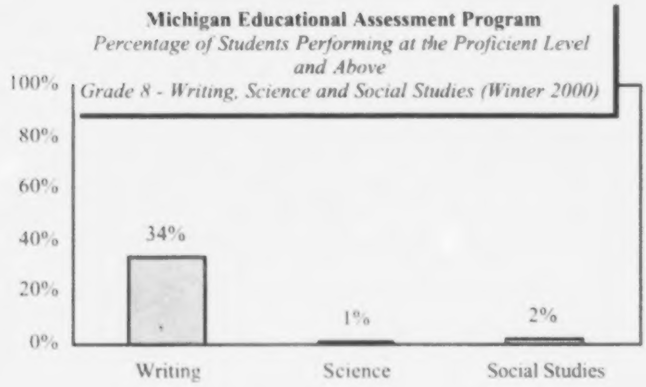
STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—91.9%
  - Asian/Pacific—0.2%
  - Caucasian—6.1%
  - Hispanic—0.7%
  - Other—0.1%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—7.3%
  - Free/Reduced Lunch—32.8%

Achievement Gains: Baseline Data Only

FLINT NORTHWEST COMMUNITY STUDENT ACHIEVEMENT


Michigan Educational Assessment Program
Percentage of Students Performing at the Satisfactory Level
Grade 7 - Reading and Mathematics (Winter 2000)


Michigan Educational Assessment Program
Percentage of Students Performing at the Proficient Level and Above
Grade 8 - Writing, Science and Social Studies (Winter 2000)

Garfield-Edison Partnership School

SCHOOL PROFILE (1999–2000)

301 E. McClellan Rd., Flint, MI 48505
(810) 760-1677

- ✓ Principal: Brenda Duckett-Jones
- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 479
- ✓ Instructional Staff: 71
- ✓ Student/Staff Ratio: 6.7/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—100.0%
  - Asian/Pacific—0.0%
  - Caucasian—0.0%
  - Hispanic—0.0%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—1.9%
  - Free/Reduced Lunch—80.8%

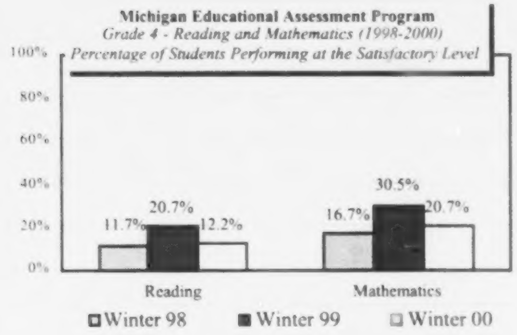
★★★★

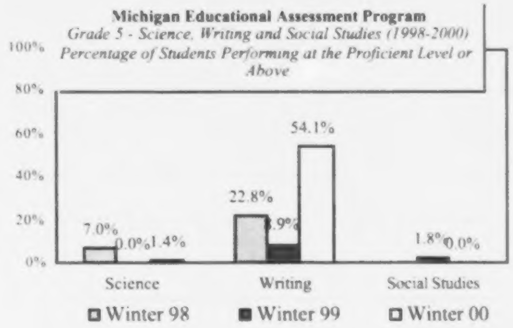
1999–2000 Achievement Gains: Positive

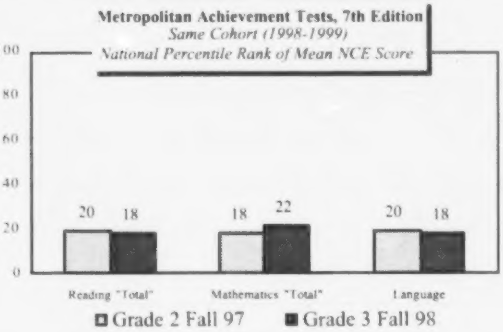
★★★★★

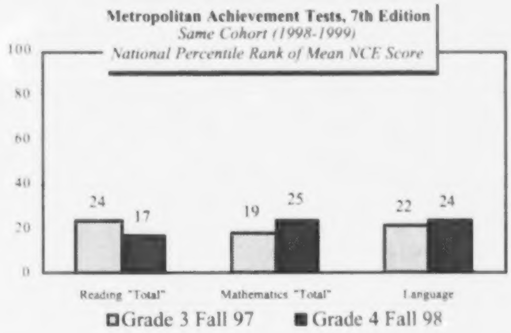
Achievement Gains Since Opening: Strongly Positive

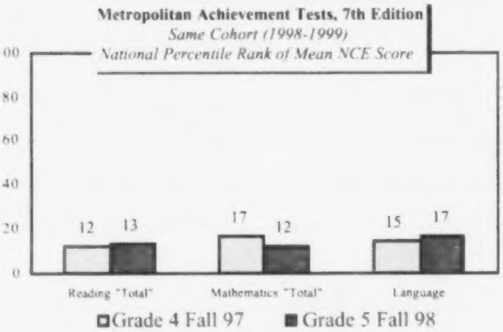
GARFIELD-EDISON STUDENT ACHIEVEMENT

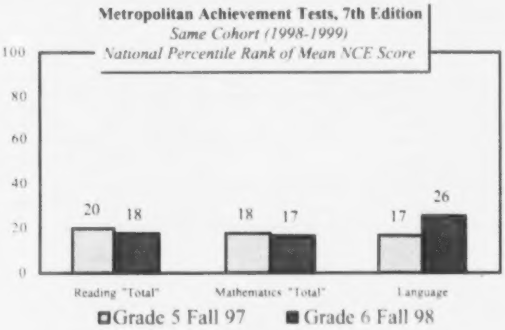












Mid-Michigan Public School Academy

SCHOOL PROFILE (1999–2000)

730 West Maple, Lansing, MI 48043
(517) 485-5379

- ✓ Principal: Anthony Moore
- ✓ Established in 1996
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment:
- ✓ Instructional Staff:
- ✓ Student/Staff Ratio:

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—64.1%
  - Asian/Pacific—0.0%
  - Caucasian—26.8%
  - Hispanic—5.6%
  - Other—2.4%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—8.5%
  - Free/Reduced Lunch—50.7%

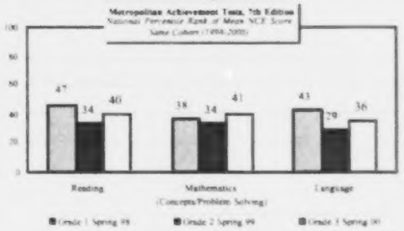
★ ★ ★ ★

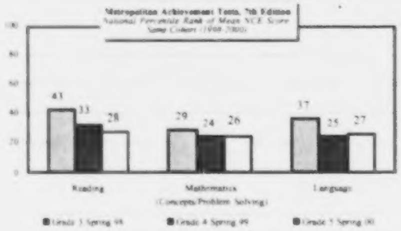
1999–2000 Achievement Gains: Positive

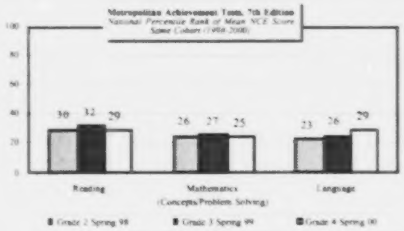
★ ★ ★

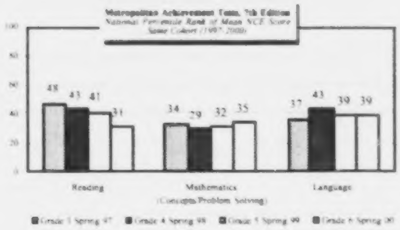
Achievement Gains Since Opening: Mixed

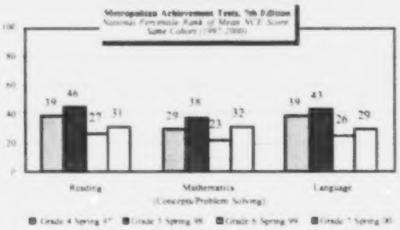
MID-MICHIGAN STUDENT ACHIEVEMENT

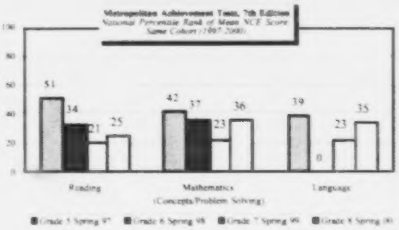


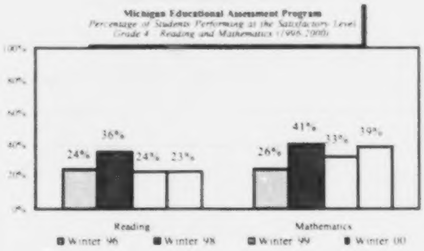


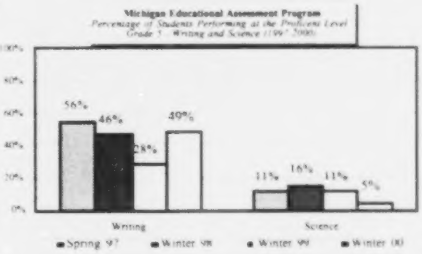


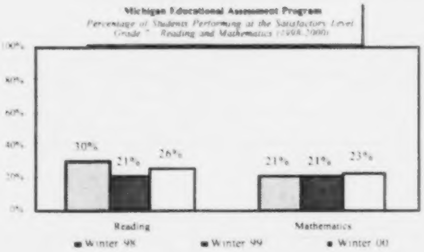


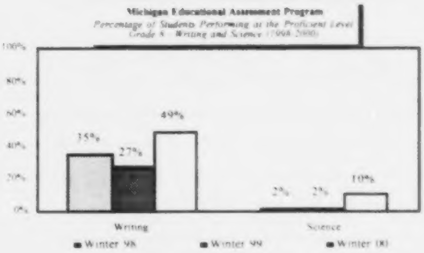


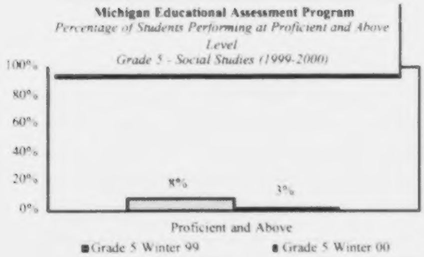


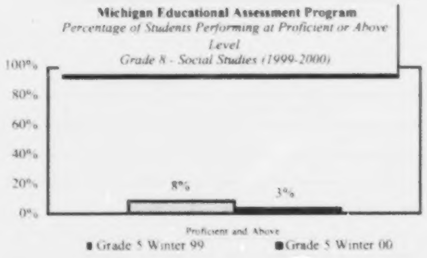












Mount Clemens Secondary Academies

SCHOOL PROFILE (1999–2000)

155 Cass Ave., Mt. Clemens, MI 48043
(810) 469-6100

- ✓ Principal: George Loder
- ✓ Established in 1996
- ✓ Serving grades 6–12
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 481
- ✓ Instructional Staff: 40
- ✓ Student/Staff Ratio: 121/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—44.5%
  - Asian/Pacific—1.0%
  - Caucasian—52.0%
  - Hispanic—1.5%
  - Other—6.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—11.4%
  - Free/Reduced Lunch—12.5%

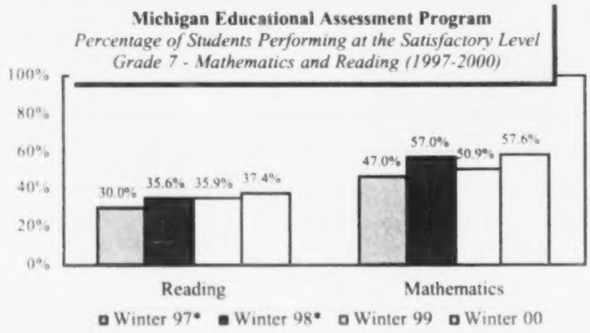
★★★★★

1999–2000 Achievement Gains: Strongly Positive

★★★★★

Achievement Gains Since Opening: Strongly Positive

MOUNT CLEMENS STUDENT ACHIEVEMENT

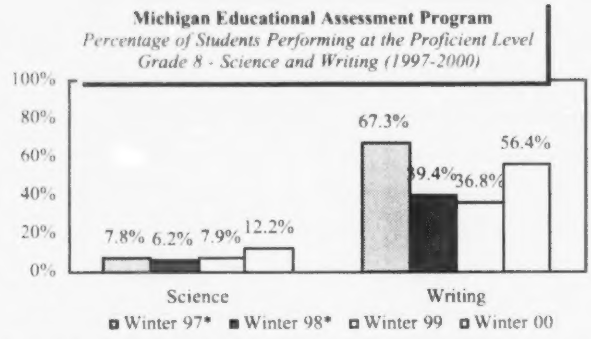


Michigan Educational Assessment Program

Percentage of Students Performing at the Satisfactory Level

Grade 7 - Mathematics and Reading (1997-2000)

Aggregated scores for Mt. Clemens Junior Academy & Mt. Clemens Middle School



Michigan Educational Assessment Program

Percentage of Students Performing at the Proficient Level

Grade 8 - Science and Writing (1997-2000)

Aggregated scores for Mt. Clemens Junior Academy & Mt. Clemens Middle School

Southwestern-Edison Junior Academy

SCHOOL PROFILE (1999–2000)

390 S. Washington Ave., Battle Creek,
MI 49015

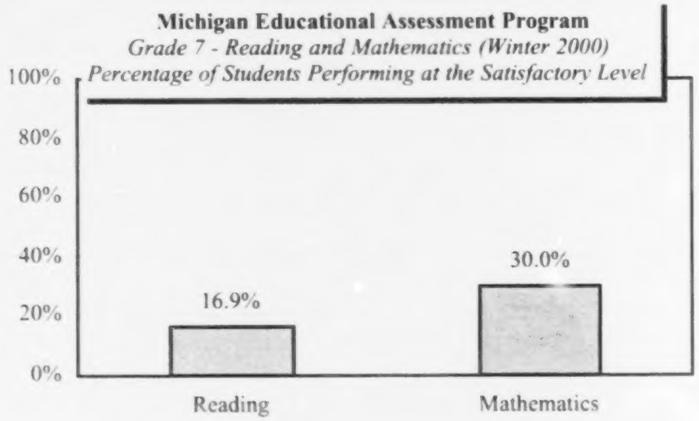
(616) 965-9625

- ✓ Principal: Stan Bowman
- ✓ Established in 1999
- ✓ Serving grade 7
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 111
- ✓ Instructional Staff:
- ✓ Student/Staff Ratio:

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—45.9%
  - Asian/Pacific—0.0%
  - Caucasian—40.5%
  - Hispanic—7.2%
  - Other—6.3%
- ✓ Program Participation
  - ESL—0.9%
  - Special Education—11.7%
  - Free/Reduced Lunch—77.5%

Achievement Gains: Baseline Data Only


Michigan Educational Assessment Program
Grade 7 - Reading and Mathematics (Winter 2000)
Percentage of Students Performing at the Satisfactory Level
100%
80%
60%
40%
20%
0%
16.9%
30.0%
Reading
Mathematics

Washington-Edison Partnership School

SCHOOL PROFILE (1999–2000)

450 North Washington Ave.,
Battle Creek, MI 49017

(616) 965-9699

- ✓ Principal: Lynn Bonynge
- ✓ Established in 1998
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 347
- ✓ Instructional Staff: 27.5
- ✓ Student/Staff Ratio: 12.7/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—85.6%
  - Asian/Pacific—0.0%
  - Caucasian—13.3%
  - Hispanic—1.2%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—3.2%
  - Free/Reduced Lunch—73.2%

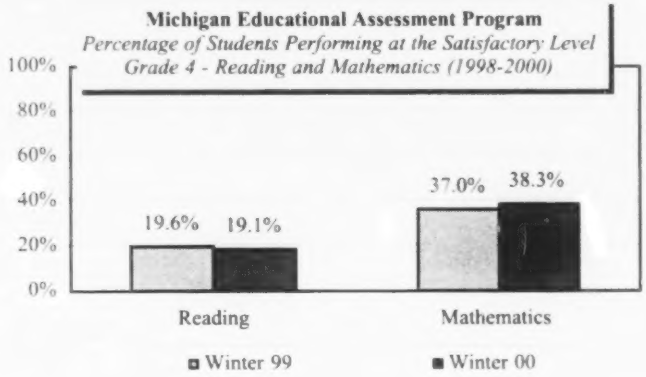
★ ★ ★ ★

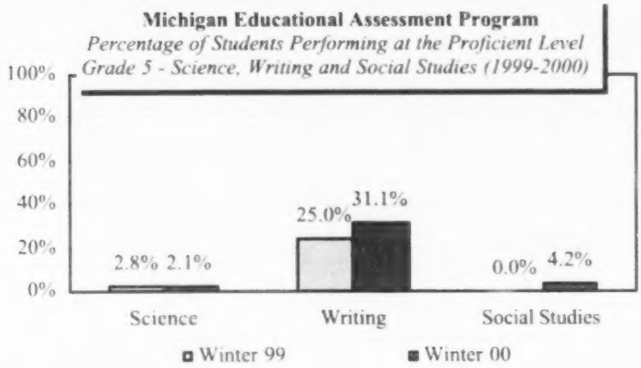
1999–2000 Achievement Gains: Positive

★ ★ ★ ★

Achievement Gains Since Opening: Positive

WASHINGTON-EDISON STUDENT ACHIEVEMENT


Michigan Educational Assessment Program
Percentage of Students Performing at the Satisfactory Level
Grade 4 - Reading and Mathematics (1998-2000)


Michigan Educational Assessment Program
Percentage of Students Performing at the Proficient Level
Grade 5 - Science, Writing and Social Studies (1999-2000)

Williams-Edison Partnership School

SCHOOL PROFILE (1999–2000)

3501 E. Minnesota Rd., Flint, MI
48506

(810) 760-1658

- ✓ Principal: Tom Smith
- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 487
- ✓ Instructional Staff: 73
- ✓ Student/Staff Ratio: 6.7/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—64.3%
  - Asian/Pacific—0.0%
  - Caucasian—29.6%
  - Hispanic—4.7%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—3.5%
  - Free/Reduced Lunch—91.8%

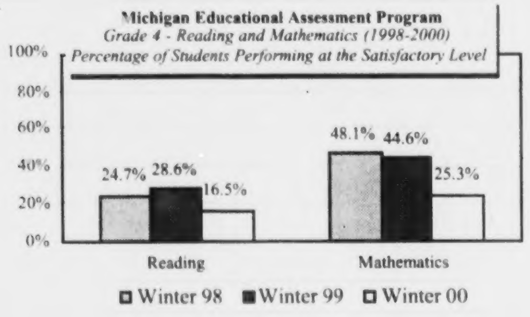
★ ★ ★

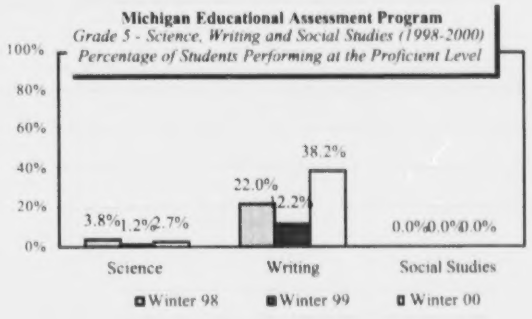
1999–2000 Achievement Gains: Mixed

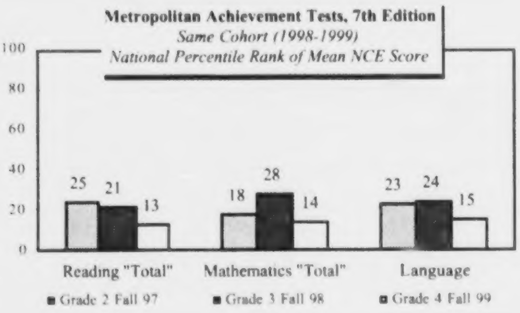
★ ★

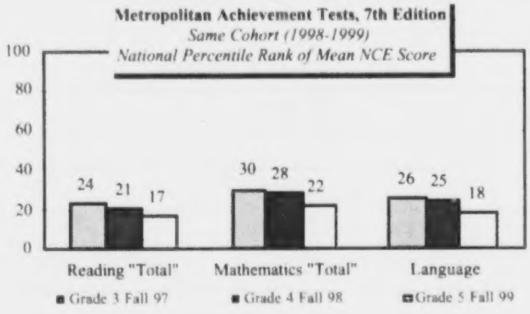
Achievement Gains Since Opening: Negative

WILLIAMS-EDISON STUDENT ACHIEVEMENT









Wilson-Edison Partnership School

SCHOOL PROFILE (1999–2000)

71 Blanch St., Battle Creek, MI 49015
(616) 965-9741

- ✓ Principal: Tim Reese
- ✓ Established in 1998
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 271
- ✓ Instructional Staff: 41
- ✓ Student/Staff Ratio: 6.6/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—52.4%
  - Asian/Pacific—0.0%
  - Caucasian—38.7%
  - Hispanic—7.4%
  - Other—1.5%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—3.3%
  - Free/Reduced Lunch—72.3%

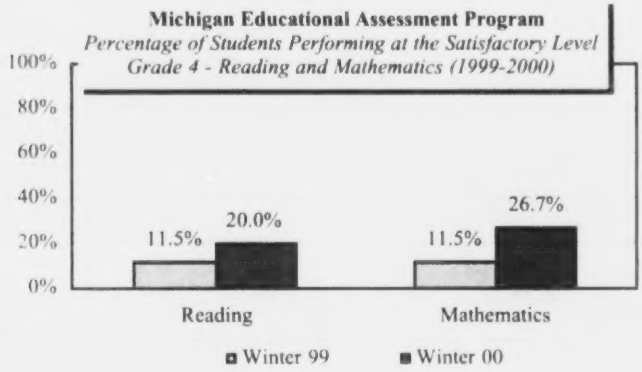
★ ★

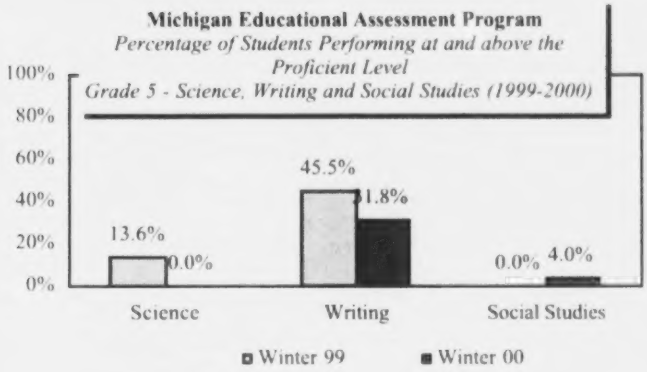
1999–2000 Achievement Gains: Negative

★ ★

Achievement Gains Since Opening: Negative

WILSON-EDISON STUDENT ACHIEVEMENT





YMCA Service Learning Academy

SCHOOL PROFILE (1999–2000)

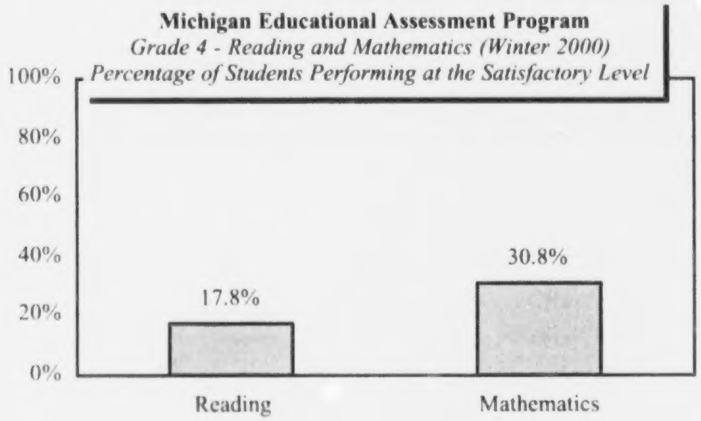
21755 West Seven Mile Rd., Detroit,
MI 48219
(313) 794-5426

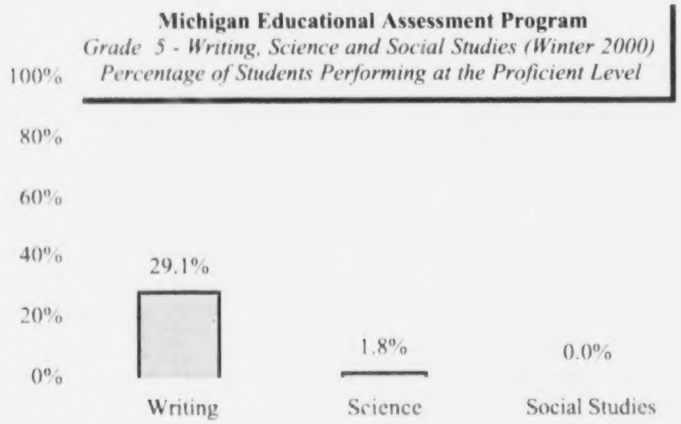
- ✓ Principal: Miguel Thornton
- ✓ Established in 1999
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 673
- ✓ Instructional Staff: 46
- ✓ Student/Staff Ratio: 14.6/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—97.8%
  - Asian/Pacific—0.3%
  - Caucasian—0.4%
  - Hispanic—0.4%
  - Other—1.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—2.4%
  - Free/Reduced Lunch—62.7%

Achievement Gains: Baseline Data Only


Michigan Educational Assessment Program
Grade 4 - Reading and Mathematics (Winter 2000)
Percentage of Students Performing at the Satisfactory Level
100%
80%
60%
40%
20%
0%
17.8%
30.8%
Reading
Mathematics


Michigan Educational Assessment Program
Grade 5 - Writing, Science and Social Studies (Winter 2000)
Percentage of Students Performing at the Proficient Level
100%
80%
60%
40%
20%
0%
29.1%
1.8%
0.0%
Writing
Science
Social Studies

Kenwood-Edison Charter School

SCHOOL PROFILE (1999–2000)

1750 Kenwood Ave., Duluth, MN 55811;
(218) 728-9556

- ✓ Principal: Mary Stafford
- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 399
- ✓ Instructional Staff: 60.33
- ✓ Student/Staff Ratio: 6.6/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—3.0%
  - Asian/Pacific—1.0%
  - Caucasian—91.0%
  - Hispanic—2.0%
  - Other—3.0%
- ✓ Program Participation
  - ESL—7.0%
  - Special Education—9.3%
  - Free/Reduced Lunch—30.7%

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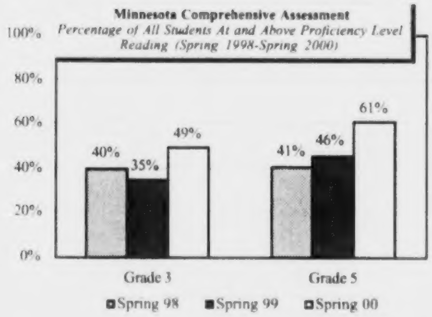
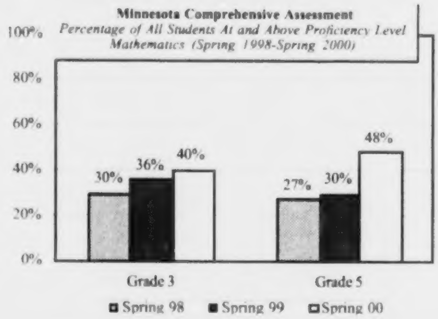
1999–2000 Achievement Gains: Strongly Positive

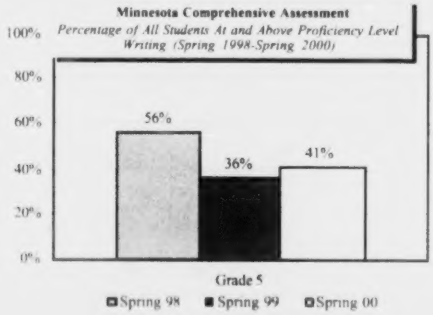
★★★★

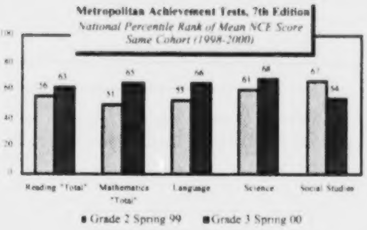
Achievement Gains Since Opening: Positive

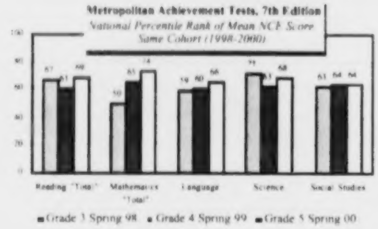
KENWOOD-EDISON STUDENT ACHIEVEMENT

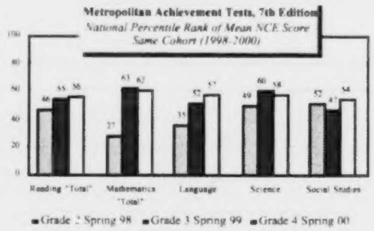

Minnesota Comprehensive Assessment
Percentage of All Students At and Above Proficiency Level
Reading (Spring 1998-Spring 2000)

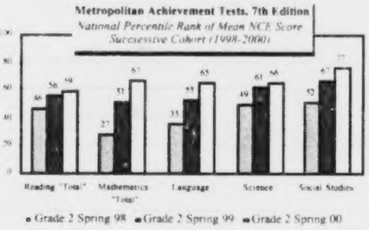

Minnesota Comprehensive Assessment
Percentage of All Students At and Above Proficiency Level
Mathematics (Spring 1998-Spring 2000)

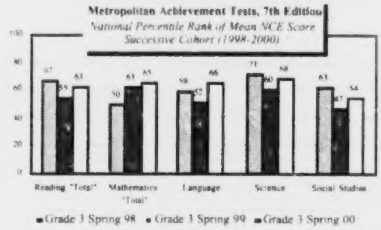

Minnesota Comprehensive Assessment
Percentage of All Students At and Above Proficiency Level
Writing (Spring 1998-Spring 2000)

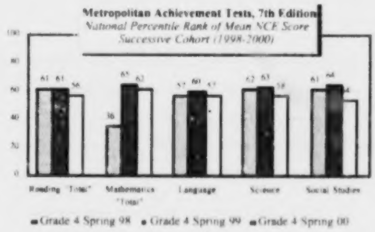

Metropolitan Achievement Tests, 7th Edition
National Percentile Rank of Mean NCE Score
Same Cohort (1998-2000)


Metropolitan Achievement Tests, 7th Edition
National Percentile Rank of Mean NCE Score
Same Cohort (1998-2000)


Metropolitan Achievement Tests, 7th Edition
National Percentile Rank of Mean NCE Score
Same Cohort (1998-2000)


Metropolitan Achievement Tests, 7th Edition
National Percentile Rank of Mean NCE Score
Successive Cohort (1998-2000)


Metropolitan Achievement Tests, 7th Edition
National Percentile Rank of Mean NCE Score
Successive Cohort (1998-2000)


Metropolitan Achievement Tests, 7th Edition
National Percentile Rank of Mean NCE Score
Successive Cohort (1998-2000)

The Edison Project PPL School

SCHOOL PROFILE (1999–2000)

2225 East Lake St., Minneapolis,
MN 55407

(612) 721-8900

- ✓ Principal: Cy Yusten
- ✓ Established in 1998
- ✓ Serving grades K–7
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 478
- ✓ Instructional Staff: 63
- ✓ Student/Staff Ratio: 8/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—73.0%
  - Asian/Pacific—1.0%
  - Caucasian—13.2%
  - Hispanic—4.6%
  - Other—8.2%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—10.7%
  - Free/Reduced Lunch—100%

Achievement Gains: Baseline Data Only

PPL SCHOOL STUDENT ACHIEVEMENT

Northwest Achievement Level Test

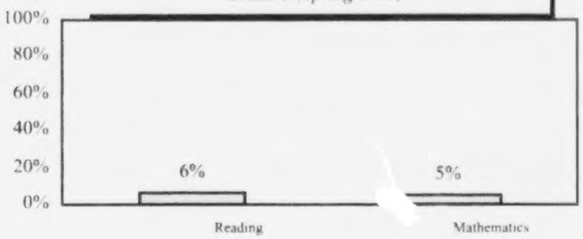
Average Scale Score (Spring 1999-2000)

Subject	Grade	1999			2000		
		School	District	National	School	District	National
Reading	2	-	182	186	178	182	192
	3	188	191	198	188	192	198
	4	191	199	204	197	199	205
	5	203	204	211	203	212	215
Mathematics	2	178	188	192	187	187	192
	3	196	198	198	191	199	200
	4	194	204	206	201	205	208
	5	208	212	214	206	212	215

Minnesota Comprehensive Assessment

Percentage of All Students At or Above Proficiency Level

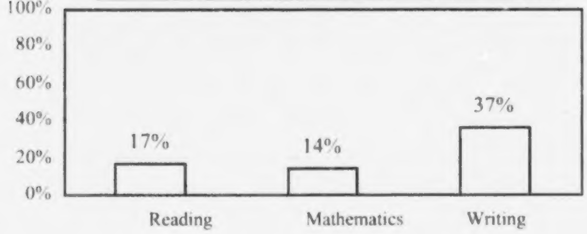
Grade 3 (Spring 1999)



Minnesota Comprehensive Assessment

Percentage of All Students At or Above Proficiency Level

Grade 5 (Spring 1999)



Raleigh-Edison Academy

SCHOOL PROFILE (1999–2000)

5905 Raleigh St., Duluth, MN 55807
(218) 628-0697

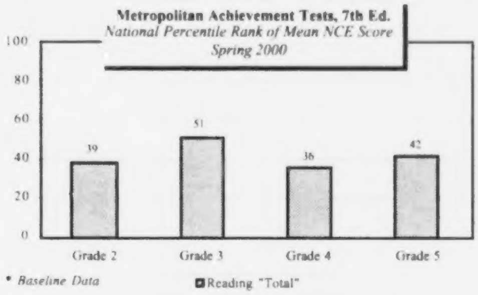
- ✓ Principal: Mary Stafford
- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 154
- ✓ Instructional Staff: 25.33
- ✓ Student/Staff Ratio: 6.1/1

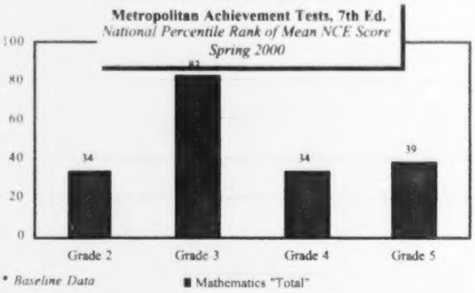
STUDENT PROFILE (1999–2000)

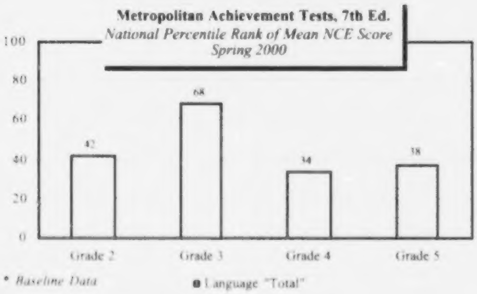
- ✓ Ethnicity:
  - African American—6.5%
  - Asian/Pacific—2.0%
  - Caucasian—85.0%
  - Hispanic—.5%
  - Other—6.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—15%
  - Free/Reduced Lunch—61.5%

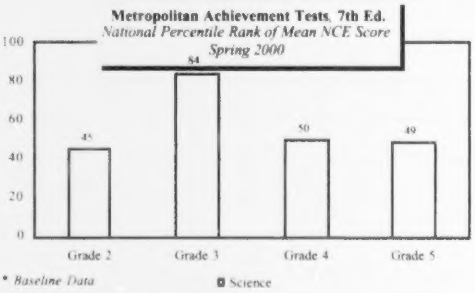
Achievement Gains: Baseline Data Only

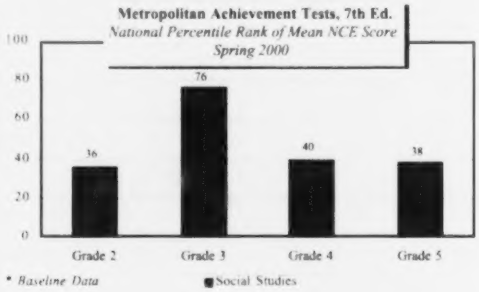
RALEIGH-EDISON STUDENT ACHIEVEMENT

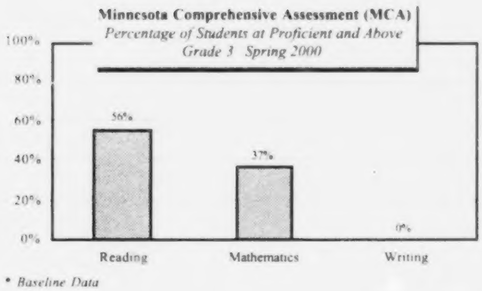


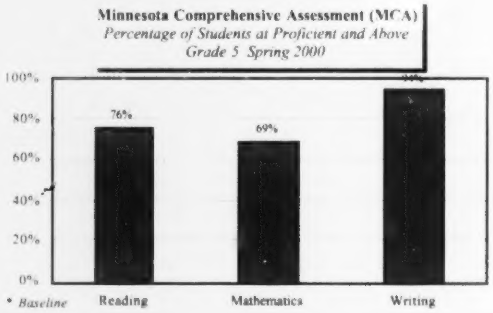












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Washburn-Edison Charter School Junior Academy

SCHOOL PROFILE (1999–2000)

201 W. Saint Andrews St., Duluth,
MN 55803

(218) 723-2345

- ✓ Principal: Mary Stafford
- ✓ Established in 1997
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 198
- ✓ Instructional Staff: 38.33
- ✓ Student/Staff Ratio: 5.2/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—6.0%
  - Asian/Pacific—0.5%
  - Caucasian—88.0%
  - Hispanic—1.0%
  - Other—4.5%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—20.7%
  - Free/Reduced Lunch—37.5%

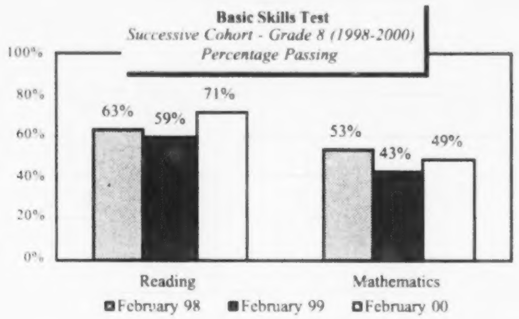
★ ★

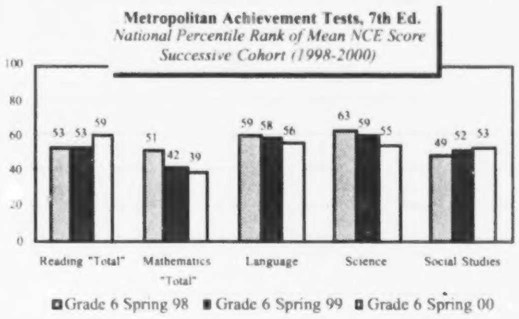
1999–2000 Achievement Gains: Negative

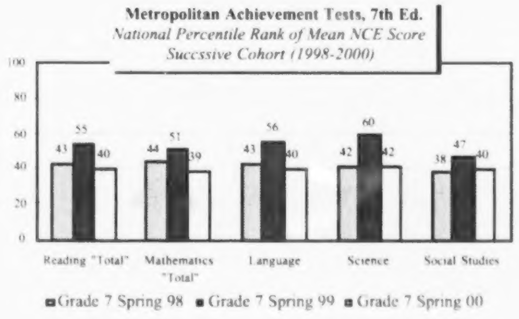
★ ★

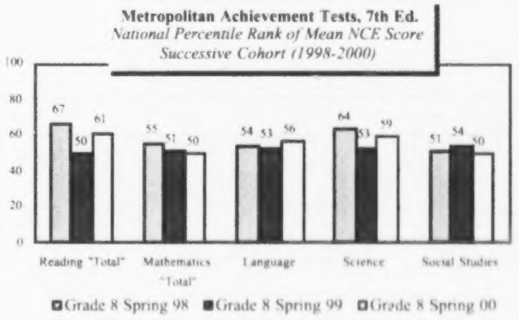
Achievement Gains Since Opening: Negative

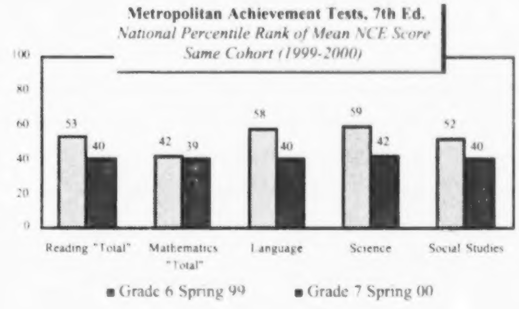
WASHBURN-EDISON STUDENT ACHIEVEMENT

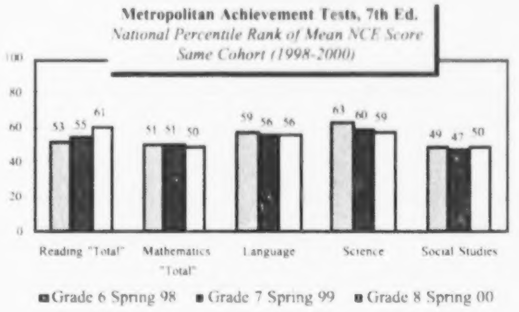












Allen-Edison Village School

SCHOOL PROFILE (1999–2000)

706 W. 42nd St., Kansas City, MO 64111
(816) 751-4139

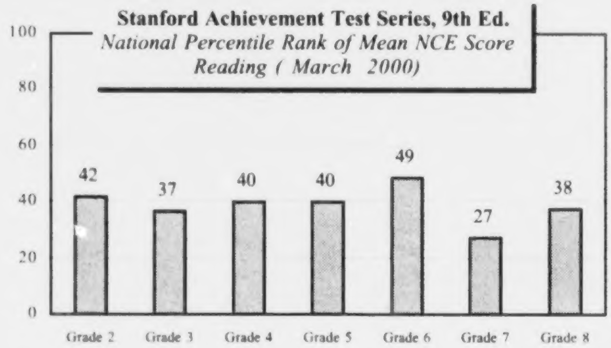
- ✓ Principal: Phyllis Washington
- ✓ Established in 1999
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 417
- ✓ Instructional Staff: 49
- ✓ Student/Staff Ratio: 8.5/1

STUDENT PROFILE (1999–2000)

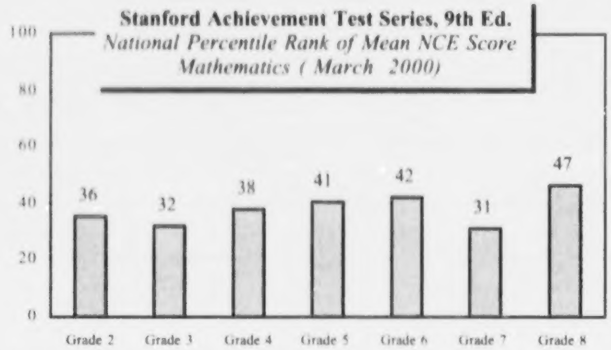
- ✓ Ethnicity:
  - African American—77.7%
  - Asian/Pacific—0.2%
  - Caucasian—13.2%
  - Hispanic—6.5%
  - Other—2.4%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—12.2%
  - Free/Reduced Lunch—30.2%

Achievement Gains: Baseline Data Only

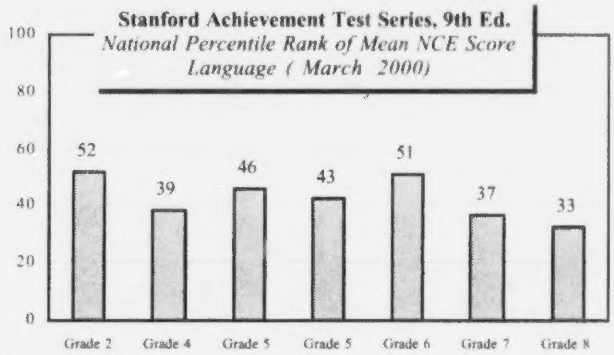
ALLEN-EDISON STUDENT ACHIEVEMENT


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
Reading (March 2000)

* *Baseline Scores*


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
Mathematics (March 2000)

* *Baseline Scores*


Stanford Achievement Test Series, 9th Ed.
National Percentile Rank of Mean NCE Score
Language (March 2000)

* *Baseline Scores*

Westport-Edison Middle Academy

SCHOOL PROFILE (1999–2000)

300 E. 39th St., Kansas City, MO 64111
(816) 531-8404

- ✓ Principal: Juanita Hempstead
- ✓ Established in 1999
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 752
- ✓ Instructional Staff: 103
- ✓ Student/Staff Ratio: 7.3/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—90.6%
  - Asian/Pacific—0.7%
  - Caucasian—2.3%
  - Hispanic—6.0%
  - Other—0.5%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—7.7%
  - Free/Reduced Lunch—53.1%

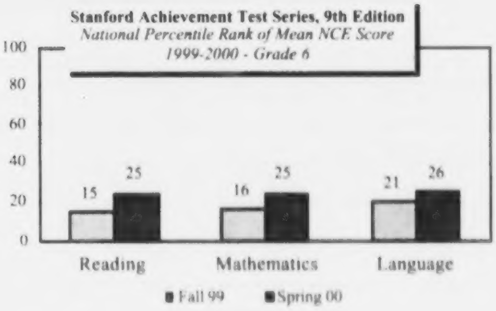
★★★★★

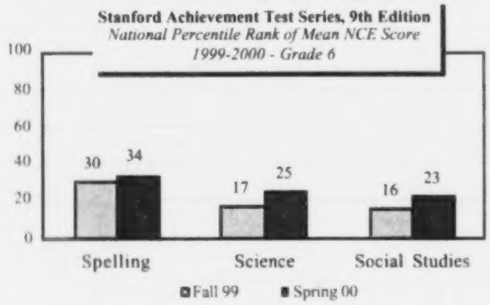
1999–2000 Achievement Gains: Strongly Positive

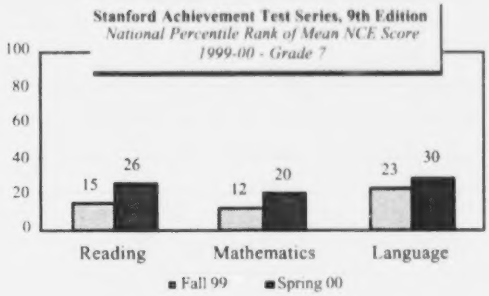
★★★★★

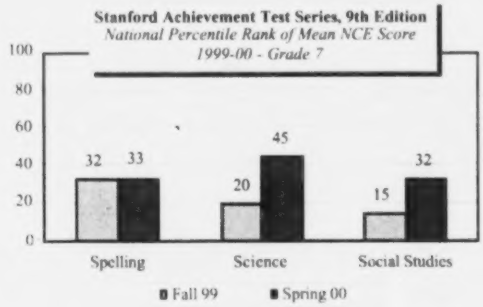
Achievement Gains Since Opening: Strongly Positive

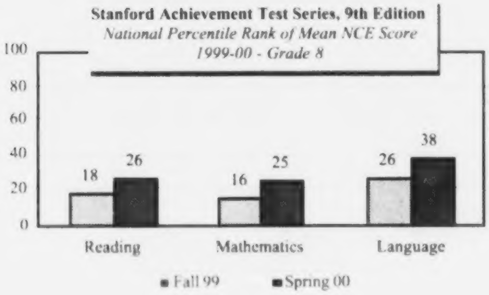
WESTPORT-EDISON MIDDLE STUDENT ACHIEVEMENT

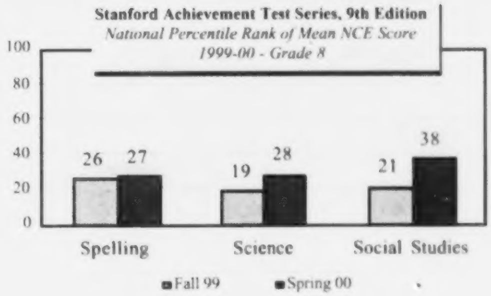

Stanford Achievement Test Series, 9th Edition
National Percentile Rank of Mean NCE Score
1999-2000 - Grade 6


Stanford Achievement Test Series, 9th Edition
National Percentile Rank of Mean NCE Score
1999-2000 - Grade 6


Stanford Achievement Test Series, 9th Edition
National Percentile Rank of Mean NCE Score
1999-00 - Grade 7


Stanford Achievement Test Series, 9th Edition
National Percentile Rank of Mean NCE Score
1999-00 - Grade 7


Stanford Achievement Test Series, 9th Edition
National Percentile Rank of Mean NCE Score
1999-00 - Grade 8


Stanford Achievement Test Series, 9th Edition
National Percentile Rank of Mean NCE Score
1999-00 - Grade 8

Westport-Edison Senior Academy

SCHOOL PROFILE (1999–2000)

315 E. 39th St., Kansas City, MO 64111
(816) 531-8051

- ✓ Principal: William Elliott
- ✓ Established in 1999
- ✓ Serving grades 9–12
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1,073
- ✓ Instructional Staff: 68
- ✓ Student/Staff Ratio: 15.8/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—73.8%
  - Asian/Pacific—5.0%
  - Caucasian—3.9%
  - Hispanic—7.6%
  - Other—9.4%
- ✓ Program Participation
  - ESL—4.7%
  - Special Education—6.2%
  - Free/Reduced Lunch—59.6%

Achievement Gains: Baseline Data Only

Woodland-Edison Classical Academy

SCHOOL PROFILE (1999–2000)

711 Woodland, Kansas City, MO 64106
(816) 418-8400

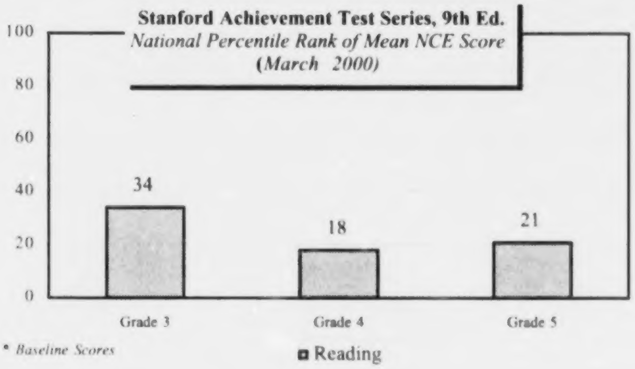
- ✓ Principal: Everlyn Williams
- ✓ Established in 1999
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 508
- ✓ Instructional Staff: 36
- ✓ Student/Staff Ratio: 14.1/1

STUDENT PROFILE (1999–2000)

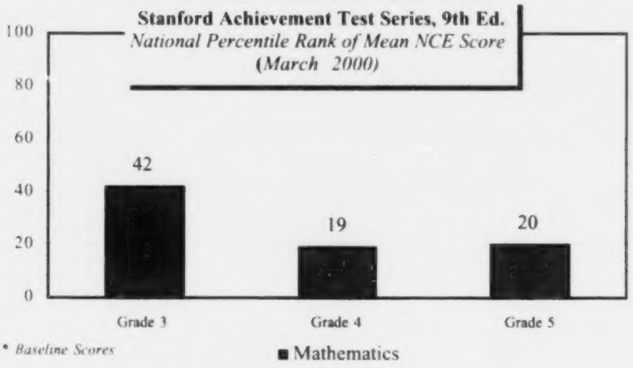
- ✓ Ethnicity:
  - African American—83.3%
  - Asian/Pacific—0.2%
  - Caucasian—6.7%
  - Hispanic—6.3%
  - Other—3.5%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—9.1%
  - Free/Reduced Lunch—90.0%

Achievement Gains: Baseline Data Only

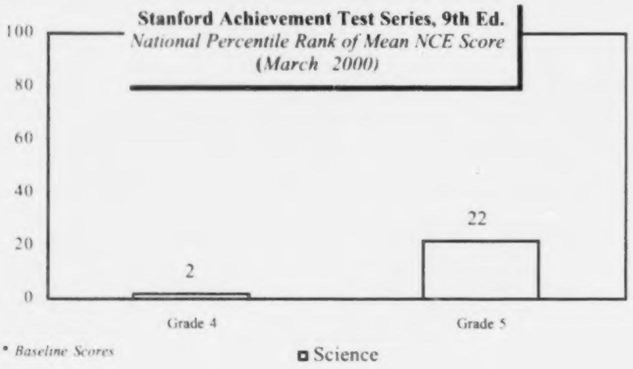
WOODLAND-EDISON STUDENT ACHIEVEMENT



* Baseline Scores



* Baseline Scores



* Baseline Scores

Granville Charter School

SCHOOL PROFILE (1999–2000)

363 West State St., Trenton, NJ 08618
(609) 656-1300

- ✓ Principal: Richard Graja
- ✓ Established in 1998 (6–8 added in 1999)
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment:
- ✓ Instructional Staff:
- ✓ Student/Staff Ratio:

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—94.0%
  - Asian/Pacific—0.0%
  - Caucasian—0.0%
  - Hispanic—6.0%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—0.0%
  - Free/Reduced Lunch—44.6%

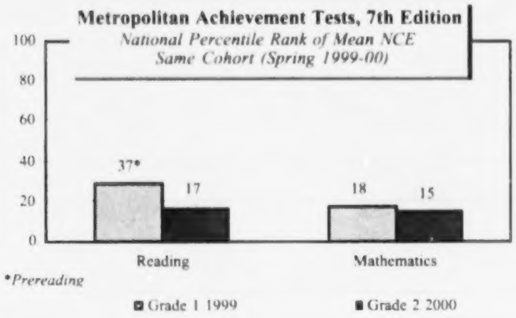
★★

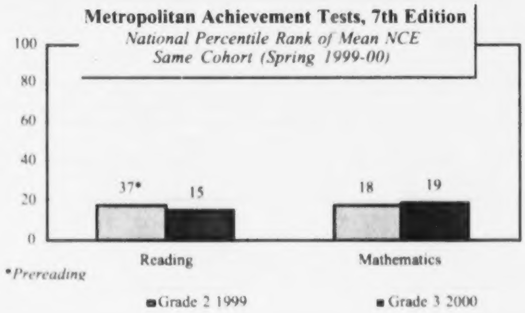
1999–2000 Achievement Gains: Negative

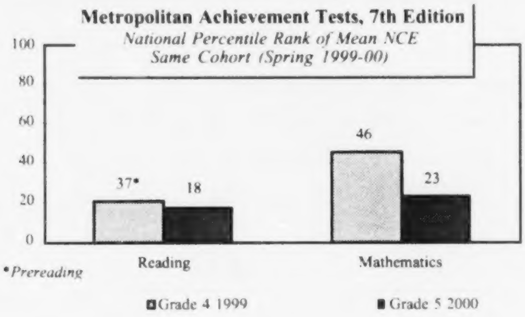
★★

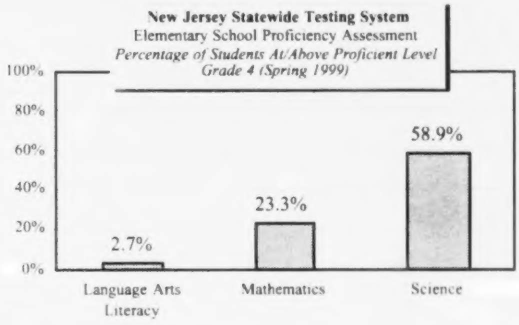
Achievement Gains Since Opening: Negative

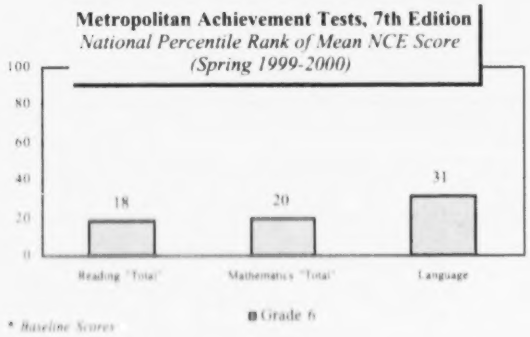
GRANVILLE STUDENT ACHIEVEMENT

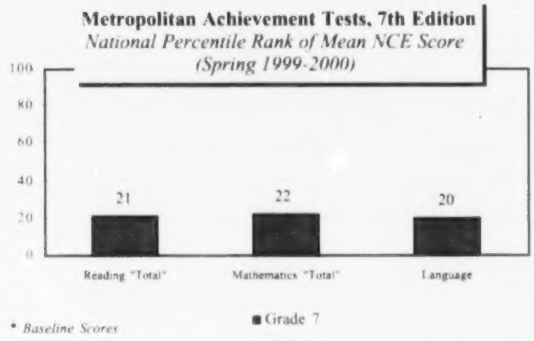












Carver Heights-Edison Elementary School

SCHOOL PROFILE (1999–2000)

411 Bunche Dr., Goldsboro, NC 27530
(919) 731-7222

- ✓ Principal: Melisia Gainey
- ✓ Established in 1998
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 739
- ✓ Instructional Staff:
- ✓ Student/Staff Ratio:

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—98.1%
  - Asian/Pacific—0.5%
  - Caucasian—0.7%
  - Hispanic—0.5%
  - Other—0.1%
- ✓ Program Participation
  - ESL—0.7%
  - Special Education—3.2%
  - Free/Reduced Lunch—83.2%

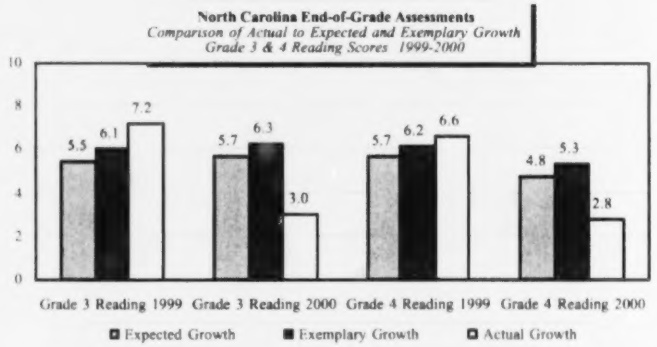
★ ★

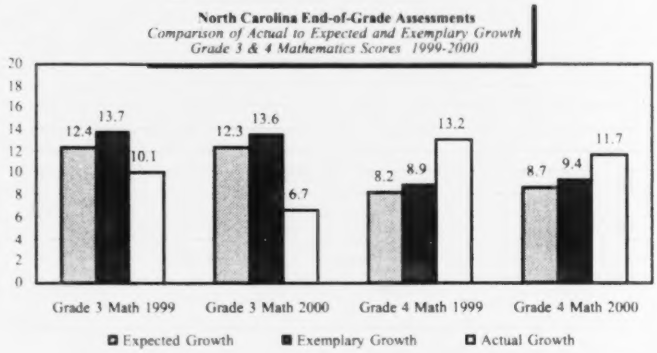
1999–2000 Achievement Gains: Negative

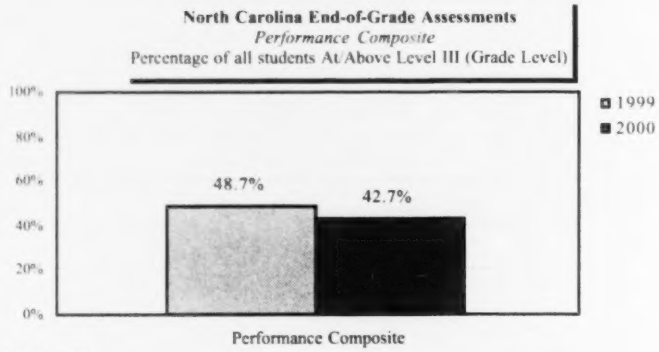
★ ★ ★ ★ ★

Achievement Gains Since Opening: Strongly Positive

CARVER HEIGHTS STUDENT ACHIEVEMENT







* *Prior to Edison*

Swift Creek-Edison Elementary School

SCHOOL PROFILE (1999–2000)

2420 Swift Creek School Rd., Whitakers,
NC 27891

(252) 937-5626

- ✓ Principal: Tracy Warren
- ✓ Established in 1999
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 406
- ✓ Instructional Staff: 28
- ✓ Student/Staff Ratio: 14.5/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—86.0%
  - Asian/Pacific—0.5%
  - Caucasian—9.9%
  - Hispanic—1.0%
  - Other—2.7%
- ✓ Program Participation
  - ESL—0.5%
  - Special Education—6.4%
  - Free/Reduced Lunch—73.4%

Achievement Gains: Baseline Data Only

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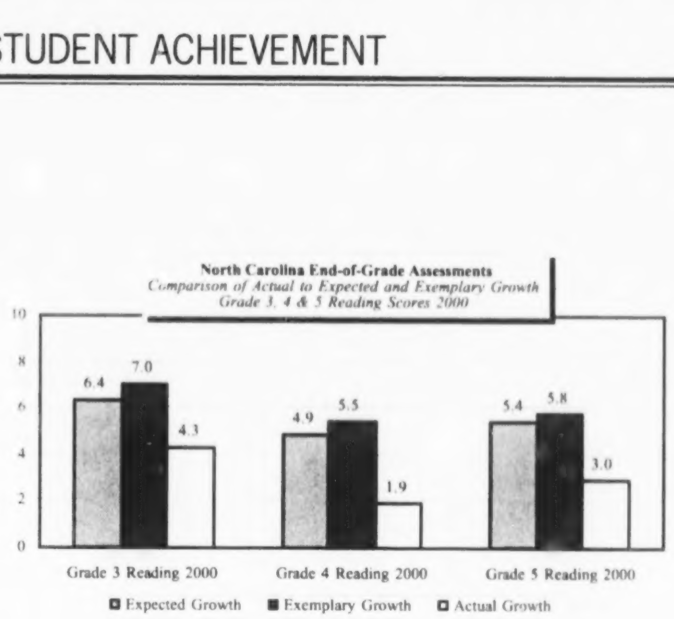
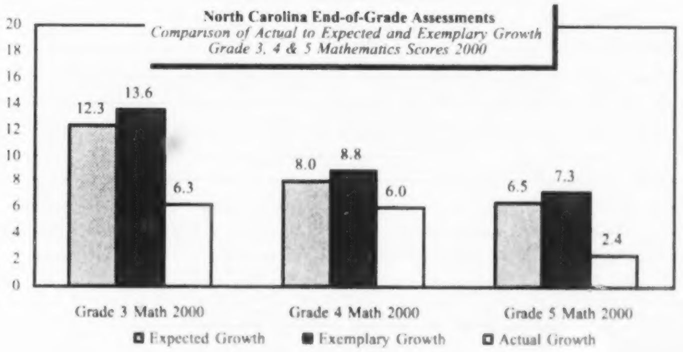


North Carolina End-of-Grade Assessments
Comparison of Actual to Expected and Exemplary Growth
Grade 3, 4 & 5 Reading Scores 2000



North Carolina End-of-Grade Assessments
Comparison of Actual to Expected and Exemplary Growth
Grade 3, 4 & 5 Mathematics Scores 2000

The Dayton Academy

SCHOOL PROFILE (1999–2000)

4401 Dayton Liberty Rd., Dayton,
OH 45418

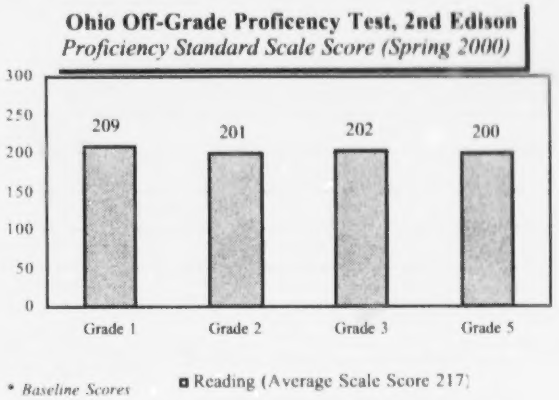
(937) 262-4081

- ✓ Principal: Bonnie Smith
- ✓ Established in 1999
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 602
- ✓ Instructional Staff: 83
- ✓ Student/Staff Ratio: 7.3/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—95.0%
  - Asian/Pacific—0.3%
  - Caucasian—2.0%
  - Hispanic—0.0%
  - Other—2.7%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—4.8%
  - Free/Reduced Lunch—69.9%

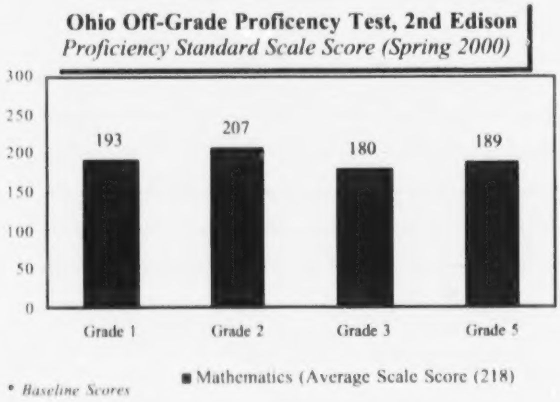
Achievement Gains: Baseline Data Only



Ohio Off-Grade Proficency Test, 2nd Edison
Proficiency Standard Scale Score (Spring 2000)

* *Baseline Scores*

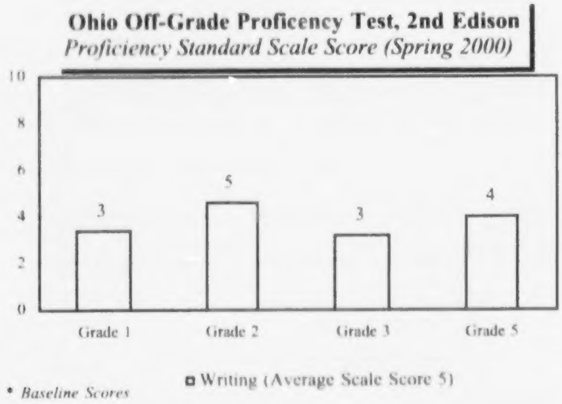
▫ Reading (Average Scale Score 217)



Ohio Off-Grade Proficency Test, 2nd Edison
Proficiency Standard Scale Score (Spring 2000)

* *Baseline Scores*

■ Mathematics (Average Scale Score (218)



Ohio Off-Grade Proficency Test, 2nd Edison
Proficiency Standard Scale Score (Spring 2000)

* *Baseline Scores*

▫ Writing (Average Scale Score 5)

Dillingham Intermediate School

SCHOOL PROFILE (1999–2000)

2701 Loy Lake Rd., Sherman, TX 75090
(903) 891-6513

- ✓ Academy Director: Billy McCoy
- ✓ Established in 1996
- ✓ Serving grades 5–6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 305
- ✓ Instructional Staff: 21
- ✓ Student/Staff Ratio: 14.5/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—25.2%
  - Asian/Pacific—0.0%
  - Caucasian—52.8%
  - Hispanic—21.3%
  - Other—0.7%
- ✓ Program Participation
  - ESL—7.9%
  - Special Education—16.4%
  - Free/Reduced Lunch—74.1%

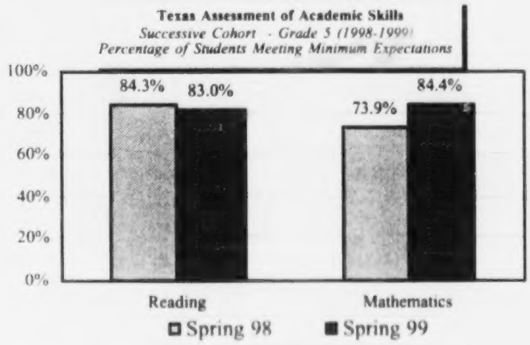
★★★★★

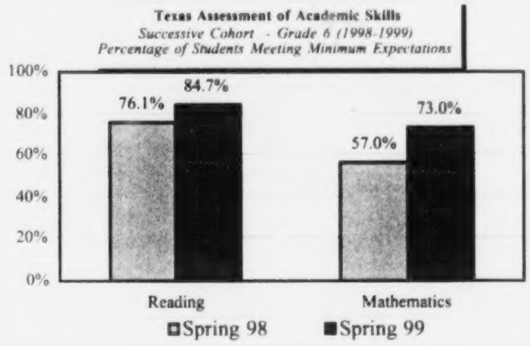
1999–2000 Achievement Gains: Strongly Positive

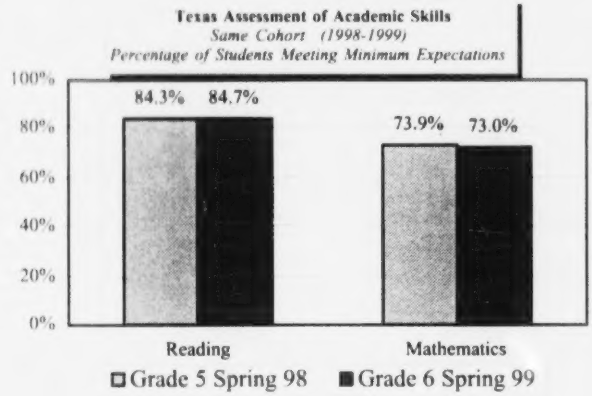
★★★★★

Achievement Gains Since Opening: Strongly Positive

DILLINGHAM STUDENT ACHIEVEMENT


Texas Assessment of Academic Skills
Successive Cohort - Grade 5 (1998-1999)
Percentage of Students Meeting Minimum Expectations


Texas Assessment of Academic Skills
Successive Cohort - Grade 6 (1998-1999)
Percentage of Students Meeting Minimum Expectations


Texas Assessment of Academic Skills
Same Cohort (1998-1999)
Percentage of Students Meeting Minimum Expectations

Elm Creek Elementary School

SCHOOL PROFILE (1999–2000)

11535 Pearsall Rd., Atascosa, TX 78002
(210) 622-8900

- ✓ Principal: Tammy Brinkman
- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 566
- ✓ Instructional Staff: 89
- ✓ Student/Staff Ratio: 6.4/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—.5%
  - Asian/Pacific—0.0%
  - Caucasian—24.4%
  - Hispanic—74.7%
  - Other—0.4%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—7.4%
  - Free/Reduced Lunch—62.7%

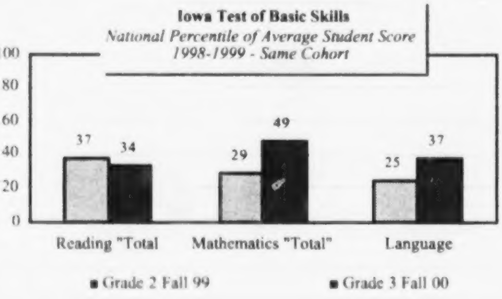
★ ★ ★ ★

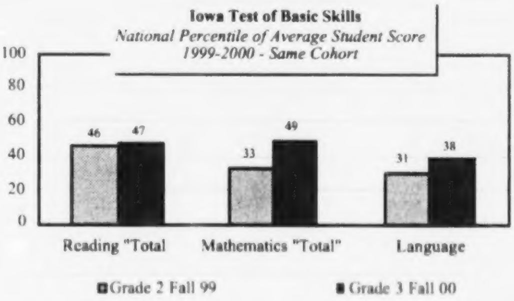
1999–2000 Achievement Gains: Positive

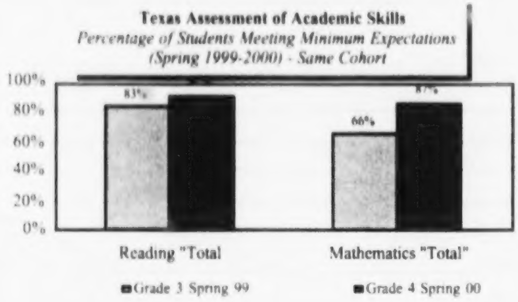
★ ★ ★ ★ ★

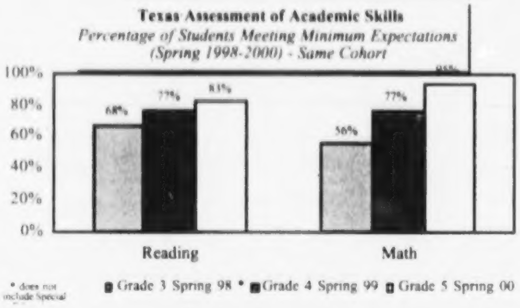
Achievement Gains Since Opening: Strongly Positive

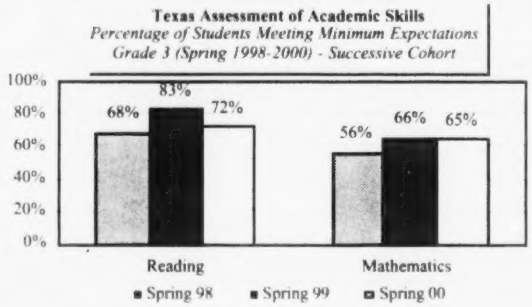
ELM CREEK STUDENT ACHIEVEMENT

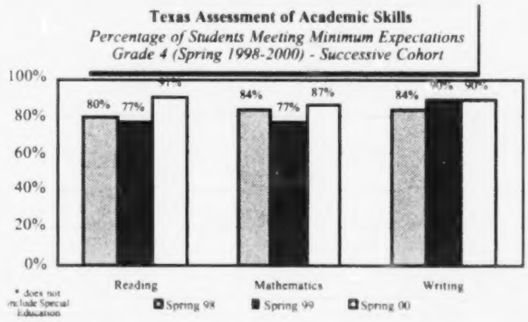

Iowa Test of Basic Skills
National Percentile of Average Student Score
1998-1999 - Same Cohort

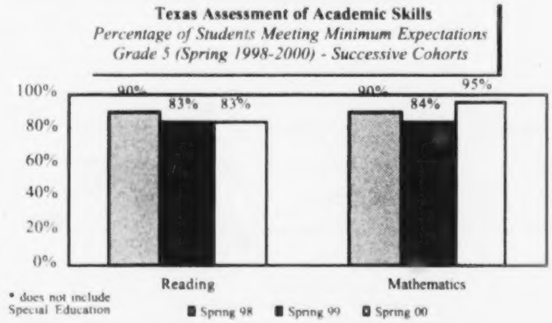

Iowa Test of Basic Skills
National Percentile of Average Student Score
1999-2000 - Same Cohort


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
(Spring 1999-2000) - Same Cohort


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
(Spring 1998-2000) - Same Cohort


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Grade 3 (Spring 1998-2000) - Successive Cohort


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Grade 4 (Spring 1998-2000) - Successive Cohort


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Grade 5 (Spring 1998-2000) - Successive Cohorts

Kriewald Road Elementary School

SCHOOL PROFILE (1999–2000)

10355 Kriewald Rd., San Antonio, TX
78245

(210) 675-1412

- ✓ Principal: Patty Escobedo
- ✓ Established in 1998
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 392
- ✓ Instructional Staff: 64
- ✓ Student/Staff Ratio: 6.1/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—13.8%
  - Asian/Pacific—0.3%
  - Caucasian—20.2%
  - Hispanic—65.8%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—8.9%
  - Free/Reduced Lunch—49.0%

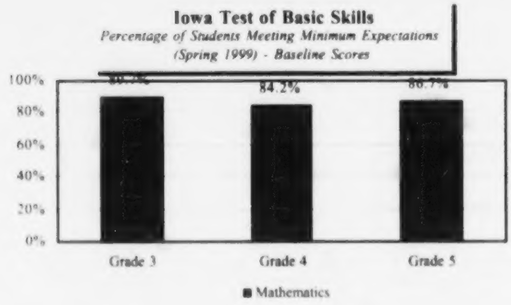
★★★★★

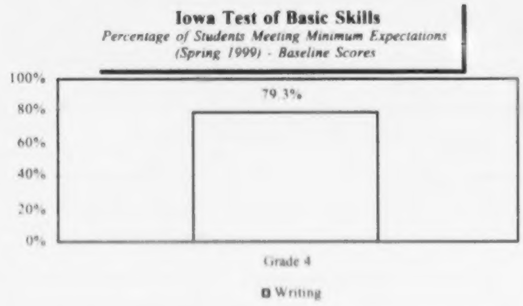
1999–2000 Achievement Gains: Strongly Positive

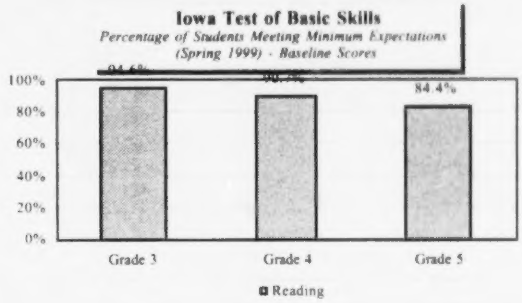
★★★★★

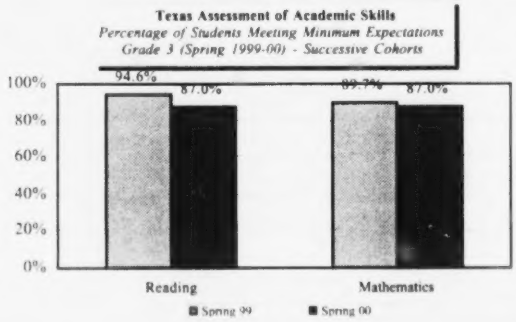
Achievement Gains Since Opening: Strongly Positive

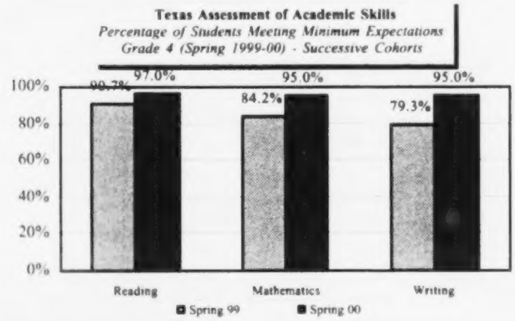
KRIEWALD STUDENT ACHIEVEMENT

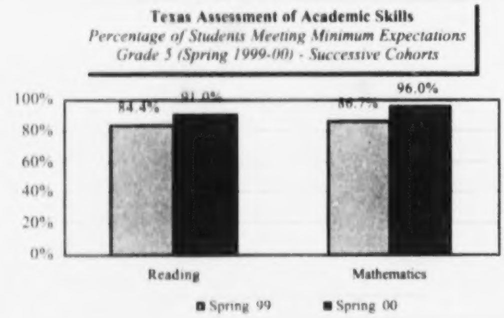

Iowa Test of Basic Skills
Percentage of Students Meeting Minimum Expectations
(Spring 1999) - Baseline Scores


Iowa Test of Basic Skills
Percentage of Students Meeting Minimum Expectations
(Spring 1999) - Baseline Scores


Iowa Test of Basic Skills
Percentage of Students Meeting Minimum Expectations
(Spring 1999) - Baseline Scores


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Grade 3 (Spring 1999-00) - Successive Cohorts


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Grade 4 (Spring 1999-00) - Successive Cohorts


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Grade 5 (Spring 1999-00) - Successive Cohorts

McNair-Edison Junior Academy

SCHOOL PROFILE (1999–2000)

10675 Marbach Rd., San Antonio, TX
78524

(210) 679-5523

- ✓ Academy Director: Mary Sarli
- ✓ Established in 1998
- ✓ Serving grade 6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 169
- ✓ Instructional Staff: 9
- ✓ Student/Staff Ratio: 18.8/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—3.0%
  - Asian/Pacific—0.0%
  - Caucasian—23.1%
  - Hispanic—72.8%
  - Other—1.2%
- ✓ Program Participation
  - ESL—0.6%
  - Special Education—12.4%
  - Free/Reduced Lunch—59.8%

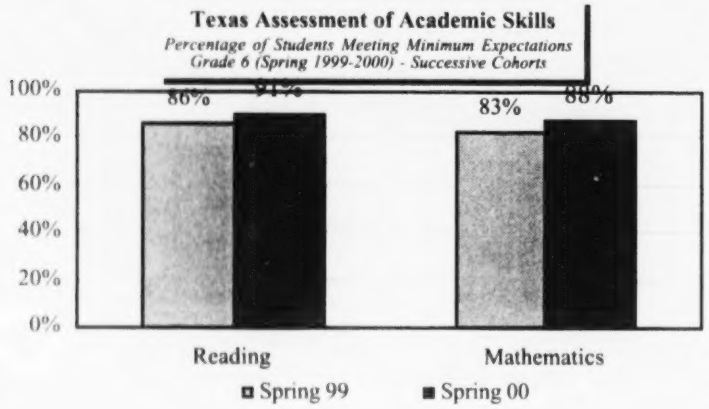
★ ★ ★ ★ ★

1999–2000 Achievement Gains: Strongly Positive

★ ★ ★ ★ ★

Achievement Gains Since Opening: Strongly Positive

MCNAIR STUDENT ACHIEVEMENT



Scobee-Edison Junior Academy

SCHOOL PROFILE (1999–2000)

10675 Marbach Rd., San Antonio, TX 78524
(210) 679-5523

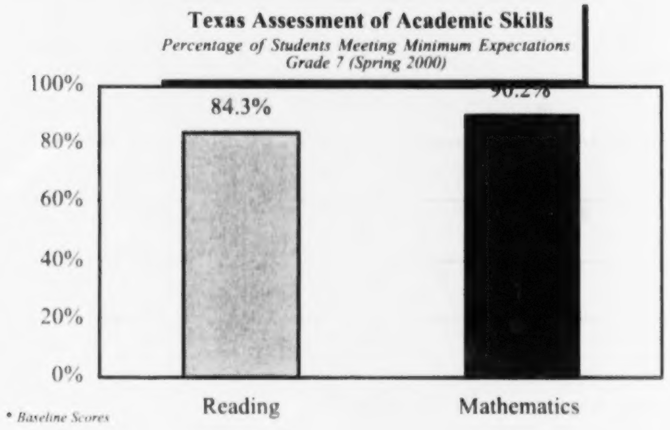
- ✓ Principal: Helen Hargis
- ✓ Established in 1998
- ✓ Serving grade 7
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 152
- ✓ Instructional Staff: 17
- ✓ Student/Staff Ratio: 8.9/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—5.3%
  - Asian/Pacific—1.3%
  - Caucasian—0.0%
  - Hispanic—71.1%
  - Other—0.7%
- ✓ Program Participation
  - ESL—4.6%
  - Special Education—7.9%
  - Free/Reduced Lunch—100%

Achievement Gains: Baseline Data Only

SCOBEE STUDENT ACHIEVEMENT



Stewart-Edison Junior Academy

SCHOOL PROFILE (1999–2000)

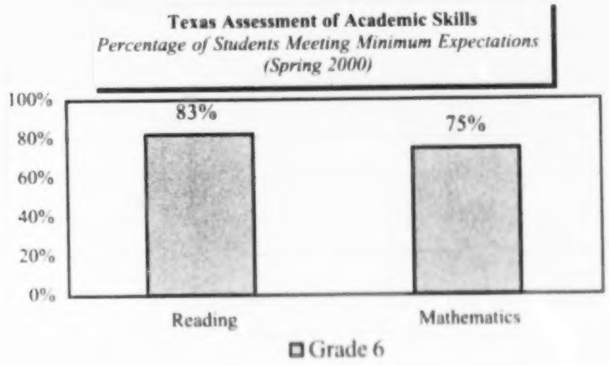
2800 W. Shaw St., Tyler, TX 75701
(903) 891-6700

- ✓ Principal: Harold Wright
- ✓ Established in 1999
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 617
- ✓ Instructional Staff: 41
- ✓ Student/Staff Ratio: 15/1

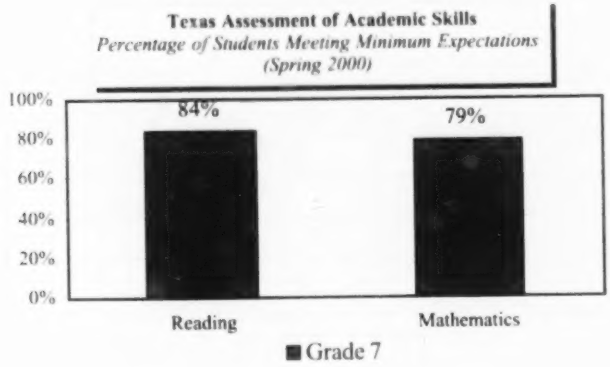
STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—59.3%
  - Asian/Pacific—0.3%
  - Caucasian—31.4%
  - Hispanic—8.9%
  - Other—0.0%
- ✓ Program Participation
  - ESL—0.0%
  - Special Education—0.0%
  - Free/Reduced Lunch—60.0%

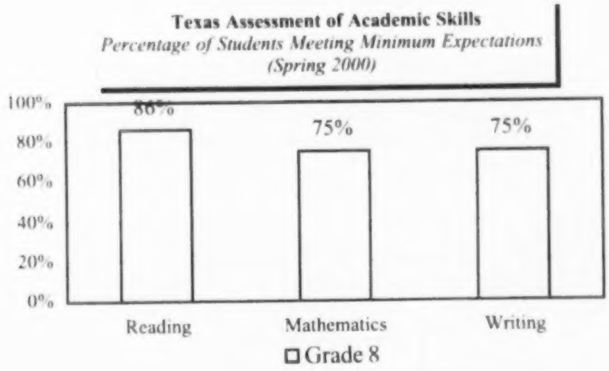
Achievement Gains: Baseline Data Only



Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
(Spring 2000)



Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
(Spring 2000)



Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
(Spring 2000)

Washington Elementary School

SCHOOL PROFILE (1999–2000)

815 South Travis, Sherman, TX 75090
(903) 891-6700

- ✓ Principal: Chuck Holliday
- ✓ Established in 1995
- ✓ Serving grades K–4
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 406
- ✓ Instructional Staff: 76
- ✓ Student/Staff Ratio: 5.3/1

STUDENT PROFILE (1999–2000)

- ✓ Ethnicity:
  - African American—18.2%
  - Asian/Pacific—0.5%
  - Caucasian—40.6%
  - Hispanic—39.9%
  - Other—0.7%
- ✓ Program Participation
  - ESL—12.6%
  - Special Education—6.4%
  - Free/Reduced Lunch—80.5%

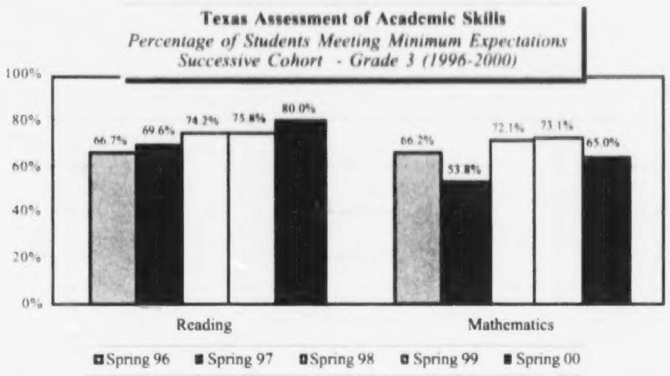
★ ★ ★ ★

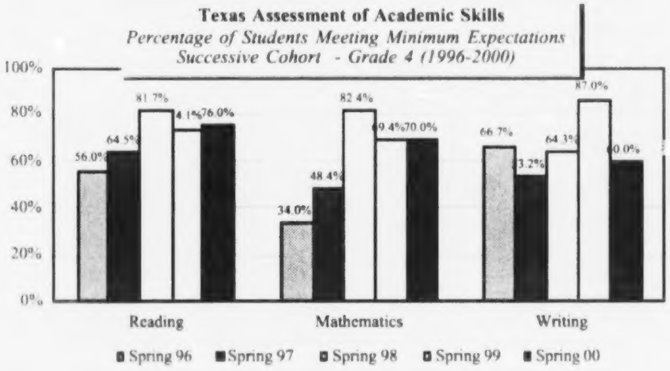
1999–2000 Achievement Gains: Positive

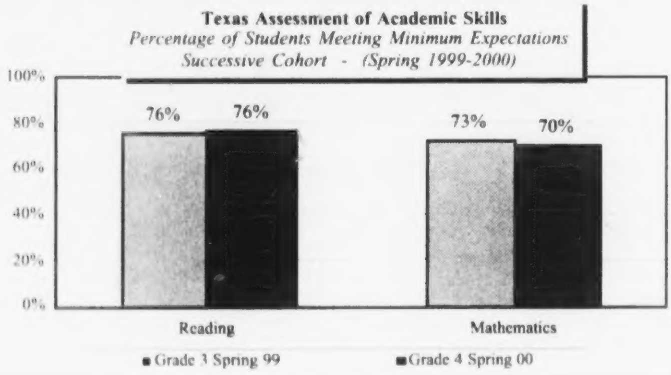
★ ★ ★ ★

Achievement Gains Since Opening: Positive

WASHINGTON STUDENT ACHIEVEMENT


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Successive Cohort - Grade 3 (1996-2000)


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Successive Cohort - Grade 4 (1996-2000)


Texas Assessment of Academic Skills
Percentage of Students Meeting Minimum Expectations
Successive Cohort - (Spring 1999-2000)

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